Англійская мова

Вучэбны дапаможнік для 5 класа
ўстаноў агульнай сярэдняй адукацыі
з беларускай мовай навучання

У 2 частках
Частка 2

Дапушчана
Міністэрствам адукацыі
Рэспублікі Беларусь

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Contents

UNIT 5. Be healthy!

LESSON 1. What's for breakfast?

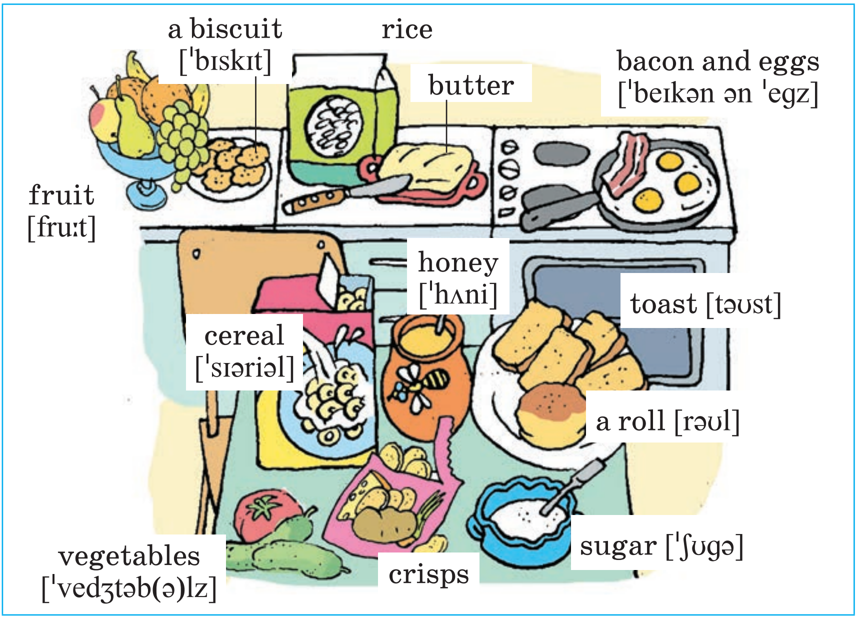
1a. Listen and answer. ***Why is Mikita phoning?***



1b. Listen again and answer the questions.

1. When is Mikita coming to Britain? 2. Who is he going on holiday with? 3. Where is he going to stay?

2. Picture dictionary.



3a. Mikita is in Britain. Now it's breakfast time. ***What is Mikita going to have for breakfast?***



Mike: What would you like for breakfast**?** We've got cereal, toast, jam, honey...

Mikita: I'd like some cereal, **please.**

Mike: Here you are. Would you like some toast and jam?

Mikita: No, thank you.

Mike: Would you like tea **or** coffee?

Mikita: Tea, **please.** I don't like coffee.

Mike: Sugar?

Mikita: Yes, please.

Mike: Milk?

Mikita: Tea with milk?

Mike: Yes, we always have tea with milk.

Mikita: OK. Tea with milk.

Mike: Anything else?

Mikita: No, thank you. I'm full (я сыты).

3b. Choose a role and read. Change the roles.

4. Grammar secret.

a **some**

Countable nouns падлічвальныя назоўнікі	
singular адзіночны лік	**plural** множны лік
I'd like **a** sandwich.	I'd like **some** sandwiches.
Uncountable nouns непадлічвальныя назоўнікі	
I'd like **some** jam.	

Note: *toast*, *fruit*, *cereal* are uncountable.

5. Roleplay the situation "Eating with Mike".

Model. *Mike*: Would you like some cereal with milk?
You: Yes, please. / No, thank you.
Mike: Anything else?
You: A banana, please.

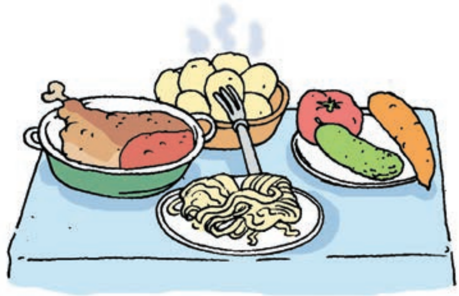
cereal banana toast apples tomato
tea meat sweets eggs biscuits honey
carrots orange sandwich porridge cabbage
chicken berries mushrooms chocolate
milk jelly ice-cream roll

6. A British friend is staying with your family. You're having breakfast together. Roleplay the conversation. Use the phrases in bold from ex. 3a.

LESSON 2. Meals in Britain

1a. Mike's mum tells Mikita about meals in Britain. Listen, read and put the pictures in the correct order.


A


B


C


D

Mrs Smith: Did you like the breakfast, Mikita?
Mikita: Yes, thank you.
Mrs Smith: I'd like to tell you about meals in our family.
Mikita: OK, Mrs Smith.
Mrs Smith: We have three meals a day: breakfast, lunch and dinner. Breakfast time is at 7.30 a.m. A traditional English breakfast is bacon and eggs, sausages and tomatoes or mushrooms, cereal with milk, orange juice, toast and butter and jam and a cup of tea with milk.

Mikita: Oh, that's a lot! What about lunch?

Mrs Smith: We usually have lunch at 1 p.m., but on school days Mike has lunch at school. Sometimes he takes a packed lunch. This is often a sandwich, some crisps, some fruit and a drink.

Mikita: I see.

Mrs Smith: In the evening we get together and have dinner. It is usually at 7 p.m. A traditional English dinner is meat and vegetables. One of the vegetables is often potatoes. Many people also like pasta and rice.

Mikita: I like pasta!

Mrs Smith: And one more tradition. Tea is Britain's favourite drink. We usually drink tea with milk. We can have tea with chocolate, cakes, rolls or biscuits.

Mikita: Thank you, Mrs Smith, for your interesting story!

Mrs Smith: You're welcome!

1b. Answer the questions about British meals.

1. When does Mike's family have breakfast / lunch / dinner?
2. What do British people usually have for breakfast?
3. Where do many children have lunch?
4. What is "a packed lunch"?
5. What do British people have for dinner?
6. What do British people usually have with tea?

2a. Mrs Smith asked Mikita to tell them about meals in his family. Read Mikita's story. How many meals a day does he have? Does he eat healthy food?

tasty [ˈteɪstɪ]	=	**yummy**
delicious [dɪˈlɪʃəs]	=	**yummy** +
healthy [ˈhelθɪ]	=	**good for you**

We usually have breakfast at 7.15 in the morning. We often have cereal with milk and sugar or eggs with sausages and tea or coffee with toast.

At school pupils have another breakfast after the third lesson. It is usually salad and juice with a roll. Rolls are very **tasty** in our school canteen[1]. I like them.

I come home at 3 o'clock in the afternoon and have lunch. We have soup, meat, potatoes or rice, and milk. We always have some vegetables for lunch: cucumbers, cabbage, tomatoes or carrots. My dad doesn't usually have lunch at home. He goes to the canteen near his office.

We have our evening meal at 8 o'clock. We usually have pasta with meat or fish with potatoes, and tea. Potatoes are the traditional food in Belarus. After dinner I eat an apple from my granny's garden.

Our favourite food is pancakes[2] with butter or honey. My mum makes them at weekends. They're **delicious**!

Our favourite drink is green tea. It's **healthy**.

2b. Compare Mike's and Mikita's meals. Are they very different?

Model. Both Mike and Mikita have cereal for breakfast. Mike sometimes takes a packed lunch to school. Mikita doesn't take a packed lunch. He has salad and juice with a roll at school.

---

[1] canteen [kænˈtiːn] – сталовая

[2] pancakes – бліны

2c. Compare the meals in Mikita's family with the meals in your family.

Model. Mikita often has eggs with sausages for breakfast and I like eggs with sausages for breakfast, too. I don't drink coffee for breakfast.

3a. Tell Mike and Mrs Smith about meals in your family.

Help box

We usually have breakfast / lunch / dinner at … o'clock.
We often have … for …
Our favourite food is …
Our favourite drink is …
It's tasty / delicious / healthy.

3b. Write about meals in your family.

LESSON 3. Is there any food in the fridge?

1a. Rotty plays a guessing game with Moldy. Listen and complete the conversation.



Rotty: Moldy, guess what I have in the box. It's delicious.

Moldy: Is there a sweet in the box?

Rotty: No, there isn't. There isn't a sweet. **There's a** … in the box. Catch!

Moldy: Thank you. Munch-munch-munch!

Rotty: Moldy, guess what I have in the basket. They're tasty.

Moldy: Are there any apples in the basket?

Rotty: No, there aren't. There aren't any apples. **There are some** ... in the basket. Catch!



Moldy: Thank you. Crunch-crunch-crunch!

Rotty: Moldy, guess what I have in the cup. It's healthy.

Moldy: Is there any water in the cup?

Rotty: No, there isn't. There isn't any water. **There's some** ... in the cup. Drink it!



Moldy: Thank you. M-m, yum-yum.

1b. Play a guessing game with your teacher. Guess what food the teacher has got.

2. Grammar secret.

Countable singular nouns

Падлічвальныя назоўнікі
ў адзіночным ліку

+	There's **a** sweet on the table.
?	Is there **a** sweet on the table? Yes, there is. / No, there isn't.
–	There isn't **a** sweet on the table. There's **no** sweet on the table.

Countable plural nouns

Падлічвальныя назоўнікі
ў множным ліку

+	There are **some** sweets on the table.
?	Are there **any** sweets on the table? Yes, there are. / No, there aren't.
–	There aren't **any** sweets on the table. There are **no** sweets on the table.

Uncountable nouns

Непадлічвальныя назоўнікі

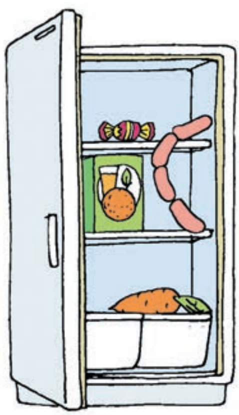
+	There's **some** jam on the table.
?	Is there **any** jam on the table? Yes, there is. / No, there isn't.
–	There isn't **any** jam on the table. There's **no** jam on the table.

3a. Look and say. ***What is there in the fridges?***

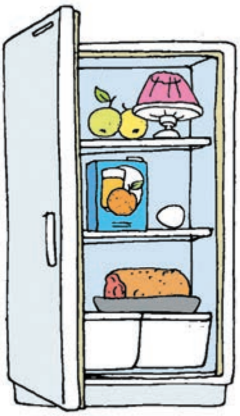
1.



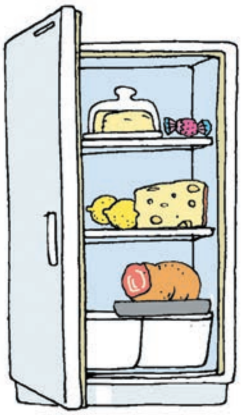
2.



3.



4.



5.



Model. There's an egg in fridge 1. There's some juice in fridge 2. There are some apples in fridge 1.

3b. Guess which fridge Moldy and Rotty would like to have.

You

		apples	
	a	butter	
Is there		cheese	
Are there	an	carrot	in the fridge?
		egg	
	any	sausages	
		jelly	

Rotty: Yes, there is. No, there isn't.
Moldy: Yes, there are. No, there aren't.

4a. The Tree Monsters are in Liz's kitchen. They're hungry. Liz's mum comes home and they run away. Now they want to remember what there is in the kitchen. Look at Liz's kitchen for 1–2 minutes, then close your book. Say what there is in the kitchen and where. Your partner checks your answers. Change the roles.

Model. **A:** There's some cereal in the box.
B: Yes, there is.
A: There are some rolls on the table.
B: No, there aren't. There are some rolls on the fridge.



4b. Describe the room. Write 6 sentences.

Model. There's a cupboard in the room. There's some sugar in the cupboard.

LESSON 4. Where's the food?

1. Listen and say the chant.

Is there any fish?
Is there any meat?
Is there any butter
For you and me?

There isn't any fish.
There isn't any meat.
There isn't any butter
For you and me.



Are there any biscuits?
Are there any sweets?
Are there any mushrooms?
For you and me?

There aren't any biscuits.
There aren't any sweets.
There aren't any mushrooms
For you and me.



Where's the food?
Sorry,
I was hungry.
What?

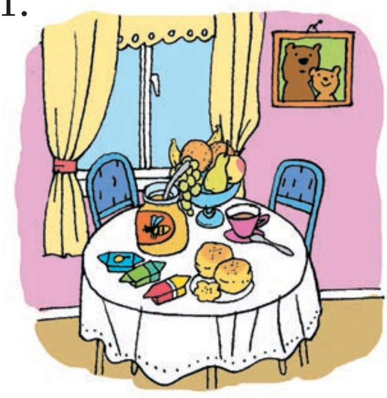
2. **Look at the picture in ex. 1. Moldy has eaten all the food. What does Rotty say? Use "*There isn't a* ...", "*There isn't any* ...", "*There aren't any* ...".**

Model. There aren't any biscuits.

3a. **Rotty and Moldy see a house. They don't know which room to go to. They compare the rooms. What do they say?**

Model. There's some fruit in room 1. There isn't any fruit in room 2.

1.



2.



3b. Which room do you think the monsters choose? Imagine that you live in this room. Offer (прапануй) **some food to them.**

Help box

Would you like some / a …? Anything else?
Yes, please. It's /They're tasty / delicious / healthy.
No, thank you. I don't like …

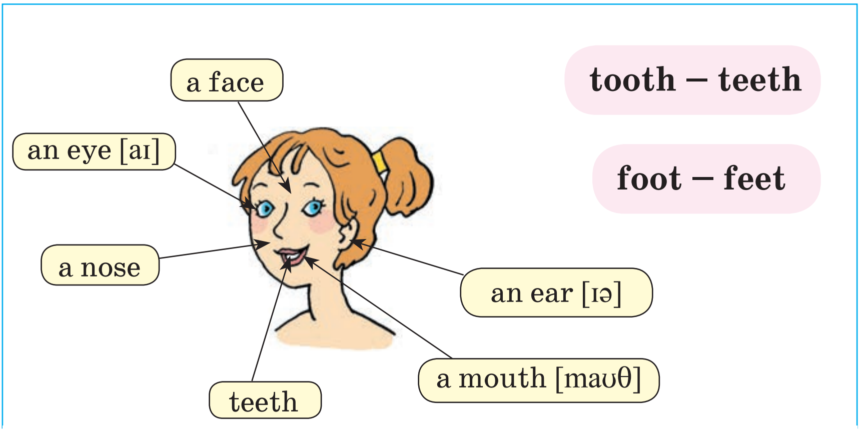
4. Your dad is calling from the shop. He wants to know what food you have at home and what he needs to buy. Open your fridge and write true sentences. Use the words from the dad's list.

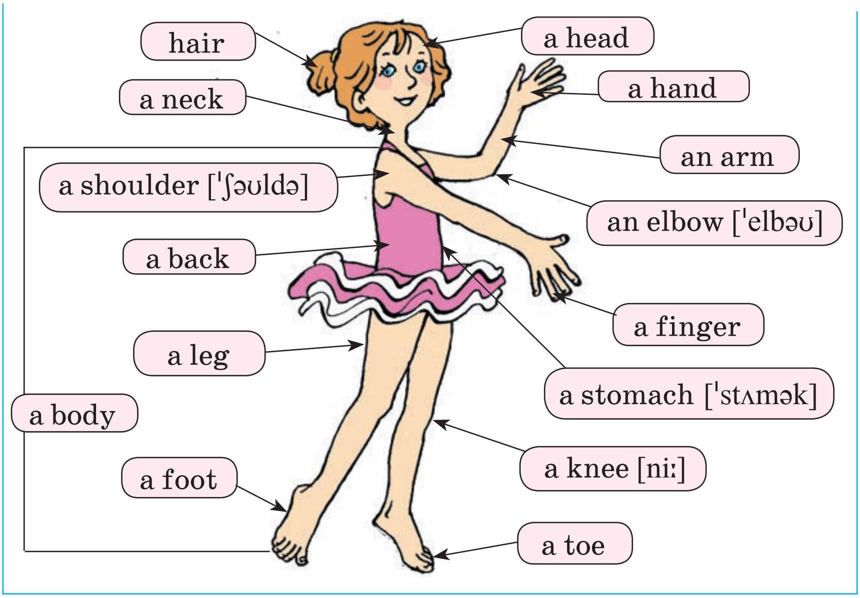
Model. There's some meat in the fridge. There aren't any eggs in the fridge.

meat	eggs	vegetables	fruit	milk
	mushrooms	butter	bacon	

LESSON 5. A healthy body

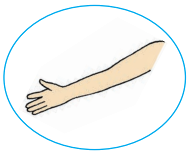
1. Picture dictionary.

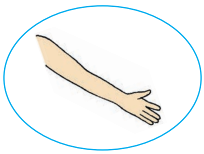




2a. Song "Hokey cokey".

You put your right hand in,
You put your right hand out,
In, out, in, out,
Shake it all about.
You do the hokey cokey,
And you turn around,
That's what it's all about.
Oh, the hokey cokey (3),
Knees bend, arms stretch,
Clap your hands.


right hand


left hand


knees bend


clap your hands


arms stretch


whole self[1]

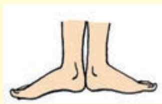
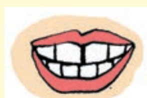
[1] whole self – увесь я

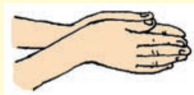
2b. Add your own verses to the song.

right ear | left ear | right shoulder | left shoulder | nice hair | small nose

3. Board game.

START

1 Stand on your 	**12** Touch your 
2 Put up your 	**11** Touch your 
3 Jump on your 	**10** Touch your 
4 Show your 	**9** Touch your 
5 Touch your 	**8** Open your 
6 It's a good 	**7** Show your 

17 Touch your 	**18** Close your 
16 Touch your 	**19** Shake your 
15 Shake your 	**20** Clap your 
14 Turn your 	**21** Touch your 
13 Stretch your 	**22** Bend your 

FINISH

4a. The Tree Monsters aren't well today. What's the matter with them?

Model. Rotty's leg hurts[1].
Moldy's eyes hurt.



4b. Write 10 exercises for the Tree Monsters to be healthy (see ex. 3).

[1] hurt [hɜːt] – баліць

LESSON 6. I've got a headache

1a. Picture dictionary.

A



I've got a **stomach-ache** ['stʌməkeɪk]!

B



I've got a **headache** ['hedeɪk]!

C



I've got **toothache** ['tu:θeɪk]!

D



My eyes **hurt** [hɜ:t]!

E



My **arm** and **leg** hurt! My **foot** hurts!

1b. *What happened to Rotty and Moldy?* Match the days to the problems in exercise 1a.

1. Monday



2. Tuesday



3. Wednesday



4. Thursday



5. Friday



1c. **Make up a story about the Tree Monsters.**

Model. On Monday Rotty **had** a fight[1] with Moldy. Now his arm and leg hurt. On Wednesday Moldy **played** a lot of computer games. Now he's got a headache.

have – had

have a fight	watch TV all night
play a lot of computer games	
eat a lot of crisps	eat a lot of chocolate

1d. **Write the story about the Tree Monsters.**

2a. **Mike is in bed. Listen, read and answer.** ***Is he ill?***

Mum: Mike! Get up! Breakfast is ready!
Mike: I can't, Mum!
Mum: What's the matter?
Mike: My leg hurts.
Mum: Let me see. Don't worry [ˈwʌrɪ], Mike! It'll get better soon.[2]
Mike: Oh! I've got a headache! Mmmm.

---

[1] had a fight [faɪt] – пабіўся
[2] It'll get better soon. – Хутка будзе лепей.





Mum: Oh, dear.
Mike: And I've got toothache! I can't speak!
Mum: Oh, really? Take these pills and stay in bed. It's a pity[1] you are in bed on Saturday, dear.
Mike: Saturday? Oh, Mum, can I go for a walk?
Mum: But you've got a headache and toothache and your leg hurts!
Mike: Don't worry, Mum! I'm much better now!

2b. True or false?

1. It's Friday morning.
2. Mike's leg hurts.
3. Mike's got a headache and toothache.
4. Mike wants to go to school.
5. Mike wants to go for a walk.
6. Mike's mum gives him some crisps.
7. Mike doesn't go to school on Saturday.

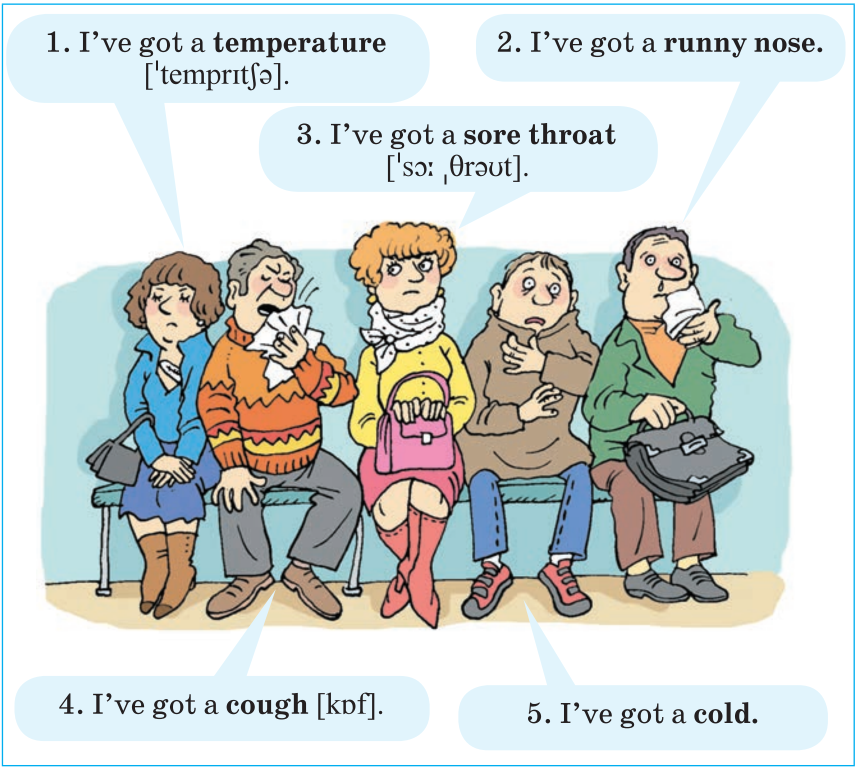
2c. Choose a role and read the dialogue.

2d. Act out.

[1] It's a pity – шкада

LESSON 7. You should go to the doctor

1. Picture dictionary.



2a. The patients are waiting for the doctor. Listen to the conversation and say the number of the patient.

Doctor: Good morning. **Please, sit down.**
Patient: Thank you, Doctor.
Doctor: What’s the matter?
Patient: I can’t speak.
Doctor: Let me see. Open your mouth, please.
Patient: A-a-a-a-h.
Doctor: I see. You’ve got a sore throat.

Doctor: You should stay in bed and drink warm milk.
You shouldn't go to work.
Patient: Thank you, Doctor.
Doctor: Come and see me on Friday.
Patient: OK. Goodbye, Doctor.



2b. Choose a role and read.

3. Grammar secret.

Giving advice

Як даць параду

You **should** stay in bed. You **shouldn't** go to work.

4. Match the problems to the advice.

1. I've got toothache.	A. You should go to the doctor.
2. My eyes hurt.	B. You should go to the dentist.
3. I've got a stomach-ache.	C. You should take nose drops (кроплі).
4. My arm hurts.	D. You should take some pills.
5. I've got a runny nose.	E. You shouldn't watch a lot of TV.
6. I've got a sore throat.	F. You should stay in bed and sleep more.
7. I've got a headache.	G. You should drink hot tea with lemon.

5. Roleplay the dialogue "At the doctor's". Use the phrases in bold from ex. 2a and ex. 3.

6. Write to the Tree Monsters (see ex. 1a, p. 20).

Dear Tree Monsters,
I am sorry that Rotty has a ... , ... , his ... and ... hurt.
Rotty, you should ... . You shouldn't ... .
I am sorry that Moldy has a ..., his ... and ... hurt.
Moldy, you should ... . You shouldn't ... .
Best wishes,
...

LESSON 8. Healthy habits[1]

1. Do the quiz. Do you have healthy habits?

once [wʌns] **a week**	**twice** [twaɪs] **a day**
three times a month	**rarely** [ˈreəlɪ] рэдка

1. How often do you do your exercises?
   A. every day
   B. 2–3 times a week
   C. rarely

2. How often do you brush your teeth?
   A. twice a day
   B. once a day
   C. once a week

3. How often do your take a shower?
   A. every day
   B. sometimes
   C. rarely

[1] habits – звычкі

4. How often do you wash your hair?
A. once-twice a week
B. once a month
C. once in two months

5. How often do you eat chicken and meat?
A. 3–4 times a week
B. once a week
C. rarely

6. How often do you eat fish?
A. once–twice a week
B. twice a month
C. rarely

7. How many portions[1] of milk products do you usually eat a day?
A. 3
B. 1–2
C. 0

8. How many portions of vegetables and fruit do you usually eat a day?
A. 3–4
B. 1–2
C. 0

***Score*:** Mostly **As:** Well done! You have healthy habits.
Mostly **Bs:** You should read more about healthy habits.
Mostly **Cs:** You should change your habits to be healthy.

[1] portion [ˈpɔːʃn] – порцыя

2a. **This year Mike and Liz have a new school subject "Health education". Read a text from their book and match the titles to the paragraphs.**

A. Food groups.

B. A clean[1] body.

C. Energy from food.

D. Exercises every day.

Some good habits can help you to grow up[2] healthy.

1. It is important[3] for you to get a lot of exercises. You shouldn't miss[4] PE lessons at school, you should do your morning exercises and go for a walk every day. Exercises help you to keep fit[5] and be healthy.

2. You should take a shower every day and wash your hair every week to keep your body clean. You should brush your teeth in the morning and in the evening.

3. You need a lot of energy [ˈenədʒɪ] because you are growing all the time. Healthy food is important for your good health. It gives you energy. You should eat different[6] foods to get all the important elements [ˈelɪmənts] for healthy growing.

4. There are four food groups. They help you in different ways. The first group, fruit and vegetables, help your eyes, skin and teeth because there are a lot of vitamins in them. The second group, milk and

---

[1] clean – чысты
[2] grow up – расці
[3] It is important [ɪmˈpɔːtənt] – важна
[4] miss – прапускаць
[5] to keep fit – падтрымліваць сябе ў форме
[6] different – розны

cheese, are good for your teeth and bones. The third group, eggs, meat and fish, help to build your body. The fourth group, bread and cereal, give you energy.

Follow all this advice and you will be healthy.

2b. Read the text again and number the food groups. Why are they important?

A



B



C



D



2c. Complete the sentences.

1. You should do your morning exercises …
2. You shouldn't miss …
3. You should brush …
4. You should take a shower and wash your hair …
5. You should eat fruit and vegetables because …
6. You should drink milk and eat cheese because …
7. You should eat meat and fish because …
8. You should eat bread and cereal because …

3. Grammar secret.

A lot of*, *much*, *many

Шмат

Countable nouns падлічвальныя назоўнікі	
+	You should eat **a lot of** vegetables.
?	How **many** apples should we eat a day? – Two apples.
–	You shouldn't eat **many** crisps.

Uncountable nouns непадлічвальныя назоўнікі	
+	You should eat **a lot of** fruit.
?	How **much** juice should we drink a day? – Two glasses.
–	You shouldn't eat **much** ice-cream.

4a. Give advice to your classmate on a healthy diet. Use as many words as you can from Lesson 1.

You should eat / drink a lot of … because …

You shouldn't eat / drink much / many … because …

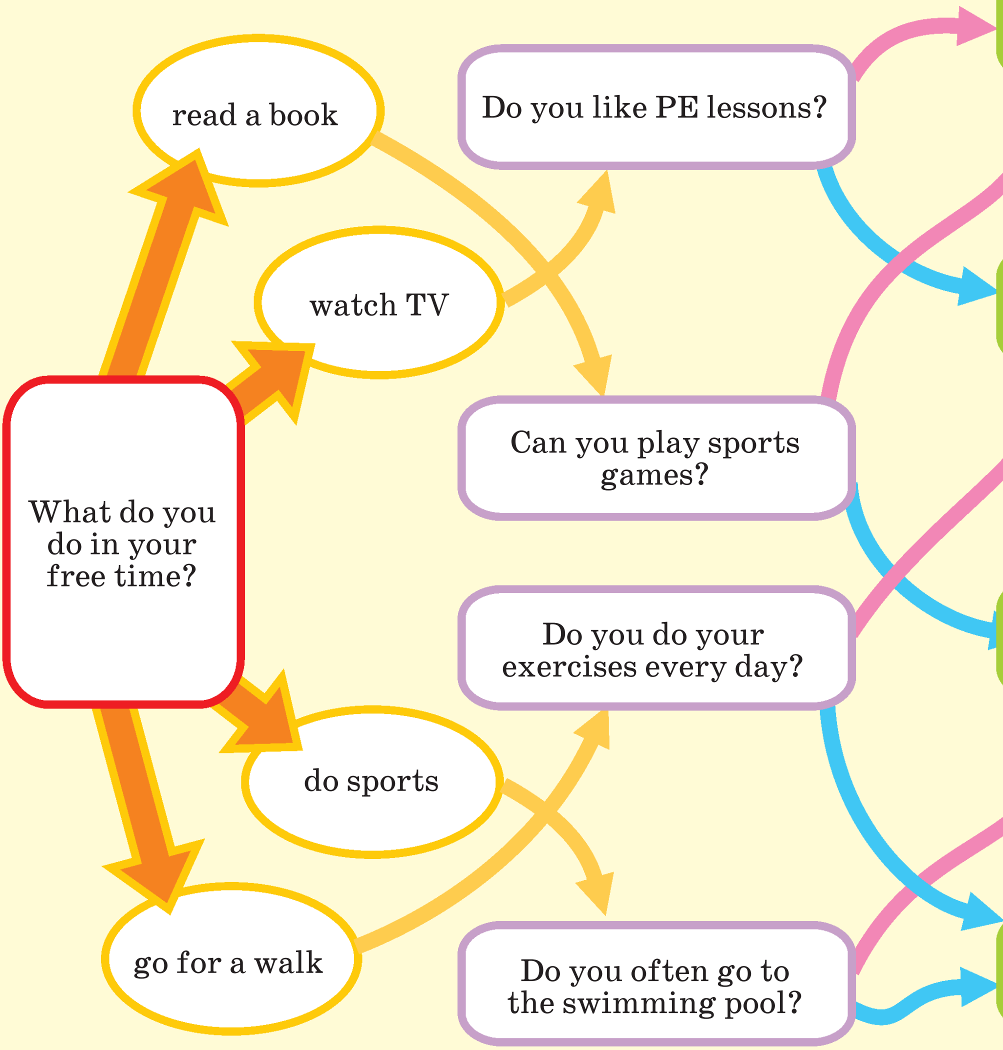
4b. Write 6–8 sentences.

LESSON 9. The fourth pearl

1a. Board game.

RULES

1. Play the Good Health Game in pairs.
2. Pupil 1 asks the questions.
3. Pupil 2 answers the questions and gets a prize.
4. Change your roles.




yes
no
Do you drink much coffee?
Do you eat fruit and vegetables every day?
Do you eat much chocolate?
Do you drink milk every day?
Do you go to bed at 10 o'clock?
Do you take a shower every day?
Do you go to the dentist every year?
Do you wash your hair every week?

1b. **Listen to the children. They're playing the Good Health Game.** ***Does Elfin have healthy habits? Why do you think so? What's his prize?***

1c. **Complete Elfin's letter to his parents.**

should	them	got	son	was
	played		stomach-ache	



Dear mum and dad,

I'm fine. Yesterday we ... the Good Health Game. I was very happy because I ... the fourth magic pearl. It ... my prize!

I ... find three more magic pearls. It isn't easy. The Tree Monsters want to find ... too. But now they're ill. They have a headache, a ... and tooth-ache.

Hope to see you soon.

Your ...,

Elfin

2. **Have a competition. In two teams make a list of ideas for the project. What should and what shouldn't we do to be healthy? You have 10 minutes. Then read your ideas in turn. The team which will have more ideas, will be the winner.**

Model. Team A: We should eat cheese and drink milk because they are good for our teeth and bones.
Team B: We should do our morning exercises to keep fit.

3a. **Liz and Mike are going to take part in the leaflet contest "Be healthy!" The best leaflets will be given out to younger children. Read the instructions and make your leaflet.**

1. Take an A4 sheet of paper.
2. Fold it twice to get three parts.
3. Write the title "Be healthy!" on the front page.
4. Open the leaflet and write about healthy habits inside it. What you should and shouldn't do to be healthy? Write why you think so. Use the ideas from Lesson 8.
5. Draw or stick pictures or photos.



3b. **Present your leaflet to the class.**

LESSON 10. Poor Old Mr Owl's Toothache

1a. **Look at the pictures and read the words.**



toffee



chewing gum [ˈtʃuːɪŋ ˌɡʌm]



fruit gum



lollypop

1b. **Have you got a sweet tooth? What sweets do you like?**

A person who has got **a sweet tooth** likes to eat sweet food.

2a. **Listen and read the story. Who helped Evelyn to feel better?**

begin (пачынаць) – **began**
feel (адчуваць) – **felt**
fly (лятаць) – **flew** **hurt** (баліць) – **hurt**



Evelyn had a sweet tooth. She liked chocolate, toffees, lollypops, fruit gums, sweets and chewing gum very much.

One evening she had really bad toothache. She was very unhappy. Jack, her younger brother, wanted to help her but he couldn't help much. So when their daddy came home, he called, "Daddy, daddy, tell a story for Evelyn to make her forget[1] about her toothache."

"That is too bad," said Daddy. "I'm sorry my little girl has toothache. I know one story that can help you feel better. It's a story about old Mr Owl who ate a lot of chocolate and lots of sweets. One day he had the most terrible[2] toothache.

'Oh, dear,' he cried, 'my tooth, my poor tooth!'

[1] to make her forget – каб яна забылася
[2] terrible – жахлівы, жудасны

“The next day he went to the dentist. Dr Raven was the best dentist in the forest. Mr Owl came to his office in the tree. There he saw Dr Raven, doing Mrs Duck’s teeth. She looked very miserable[1]. At first, Mr Owl wanted to go home but then he sat down, put on[2] his **glasses** and began to read one of Dr Raven’s **magazines**. Five minutes later Mrs Duck got out of the chair, and Dr Raven said, ‘I’m ready for you now, Mr Owl.’ So Mr Owl got into Dr Raven’s chair and opened his mouth. ‘Open wide[3],’ said Dr Raven. Mr Owl opened his mouth as wide as he could, and Dr Raven looked at his teeth, one by one. When he touched one of the back teeth, Mr Owl cried, ‘That’s my sore tooth, and you’re hurting it terribly!’



“Yes,’ said Dr Raven; ‘the tooth is a wisdom[4] tooth, and it is sore, so I’ll take it out right now.’

---

[1] miserable [ˈmɪz(ə)rəbl] – няшчасны
[2] put on – надзяваць
[3] wide – шырока
[4] wisdom [ˈwɪzdəm] – мудрасць

He took his **pincers**, but Mr Owl said: 'I'm the wisest[1] bird in the forest. Please, don't take out my wisdom tooth. I don't want to lose[2] my wisdom.'

"And with these words Mr Owl jumped out of the chair and flew away. When he got home his tooth hurt, but the next morning it was much better, and the next day it was all well. 'I know what the problem was,' said Mr Owl. 'I ate a lot of sweets. I shouldn't eat so many, because I don't want to lose any of my wisdom teeth as I'm the wisest bird.'"

"Daddy," said Jack, "your story is a very good one, but owls don't have teeth."

Daddy smiled, and the children started laughing[3]. When Evelyn went to bed, she said her tooth didn't ache.

After Mary Graham Bonner

2b. Match the words in bold with the objects in the picture.

3. Correct the sentences.

1. Evelyn had terrible toothache in the morning.
2. Jack gave Evelyn a pill.
3. Mr Owl had toothache for a week.
4. Mr Raven wasn't a very good dentist.
5. Mr Raven's office was under the pine tree.
6. Mr Owl read some comics at the dentist's.
7. Mr Owl's tooth didn't hurt the next day.
8. He understood he shouldn't eat so many crisps.

---

[1] wise [waɪz] – мудры
[2] lose [luːz] – страціць
[3] laugh [lɑːf] – смяяцца

4. Explain why ...

1. ... Evelyn had toothache.
2. ... her dad told her a story.
3. ... Mr Owl went to Mr Raven's office.
4. ... Mr Owl wanted to go home when he saw Mrs Duck.
5. ... Mr Owl put on his glasses.
6. ... Mr Raven wanted to take the wisdom tooth out.
7. ... Mr Owl flew away from Mr Raven.
8. ... the children laughed.

5. Discuss in pairs.

1. What do you do when you have toothache?
2. How many teeth have you got?
3. Have you got wisdom teeth (teeth number 29, 30, 31 and 32)?
4. Have your parents got wisdom teeth?
5. What should you do to have healthy teeth?
6. What stories help you to feel better?

UNIT 6. In the city

LESSON 1. Map of the city

1. Picture dictionary.



next to



opposite ['ɒpəzɪt]



between [bɪ'twiːn]

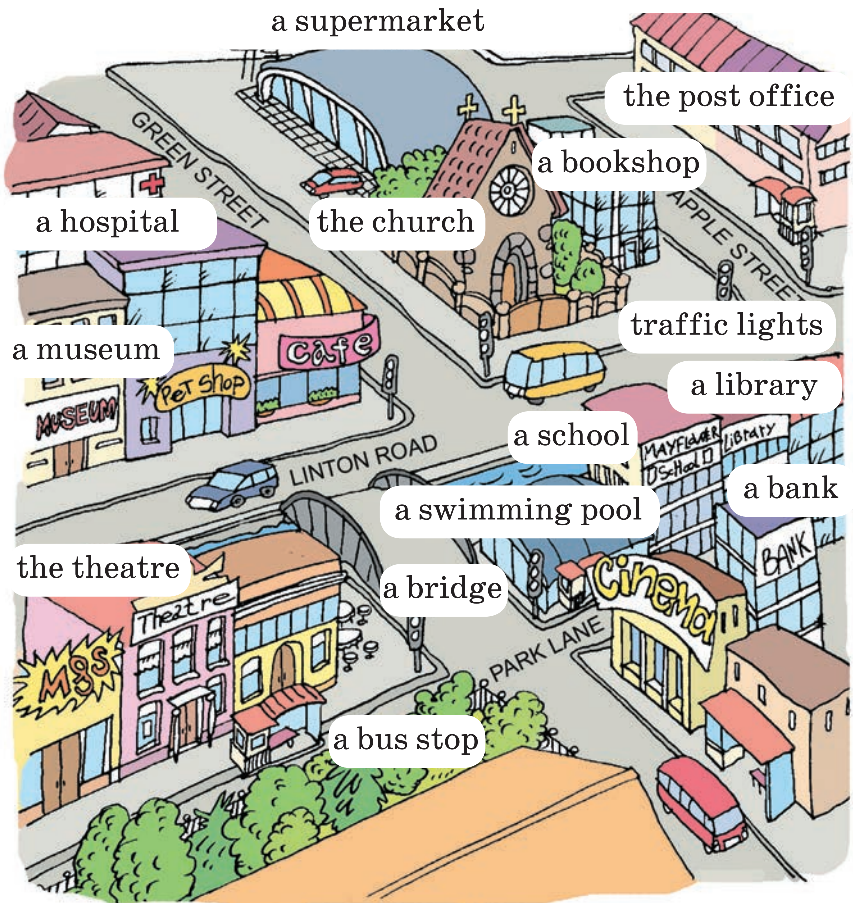


behind [bɪ'haɪnd]



in front of [ɪn'frʌntəv]

2a. **Mikita wanted to post[1] a letter and got lost[2]. Listen to the telephone conversation and look at the map.** ***Where is Mikita now?***



2b. **Read and guess the places.**

What is it?

1. It's opposite the hospital next to the church.
2. It's opposite the bus stop.

---

[1] to post – адправіць
[2] got lost – заблудзіцца

3. It's between the swimming pool and the library.
4. It's next to the church.
5. It's behind the cinema.
6. You can learn Russian, English, Maths there.
7. You can swim there.
8. You can watch a film there.
9. You can watch plays and concerts there.
10. You can send a card there.
11. You can buy food and clothes there.
12. There you can take a book to read.
13. You can buy books there.
14. You are there if you are ill.
15. You can learn history there.

2c. Make up your riddles.

2d. Write 5 riddles.

LESSON 2. Getting around the city

1. Picture dictionary.

		
turn [tɜːn] right	go straight ahead [ˈstreɪt əˈhed]	turn [tɜːn] left



cross the street



go along the street



go past [pɑːst] the park



go over [ˈəʊvə] the bridge

2. **Make true sentences about you.**

When I go to	the library, the supermarket, the cinema, school, the shop,	I cross the street. I go along the street. I go past the park. I go over the bridge. I turn left.

3a. **Mike tells Mikita the way back. Listen and look at the map in Lesson 1.** ***Where is Mike's house?***





3b. Read the conversation.

Mike: Listen, Mikita. Go along Park Lane[1] past the swimming pool. Turn right at the traffic lights and ... go straight ahead.
Mikita: Over the bridge?
Mike: Yes, over the bridge. Then cross Linton Road[2].
Mikita: Linton Road?
Mike: Yes, then go along Green Street, past the café. Our house is next to the hospital, opposite the supermarket.
Mikita: What number?
Mike: Number 10, Green Street.
Mikita: Number 10, Green Street. OK, see you soon!

4. Mike is helping Mikita to get to Liz's place. *Where is Liz's house on the map?* (see Lesson 1)

Go along Green Street. Then turn left, go straight ahead past the bookshop, turn into Apple Street. It's next to the post office.

5a. Help Mikita to get to these places:

– from Liz's house to Mayflower School;
– from the school to the museum;
– from the museum to the post office.

5b. Write how you can get from the bus stop to the supermarket.

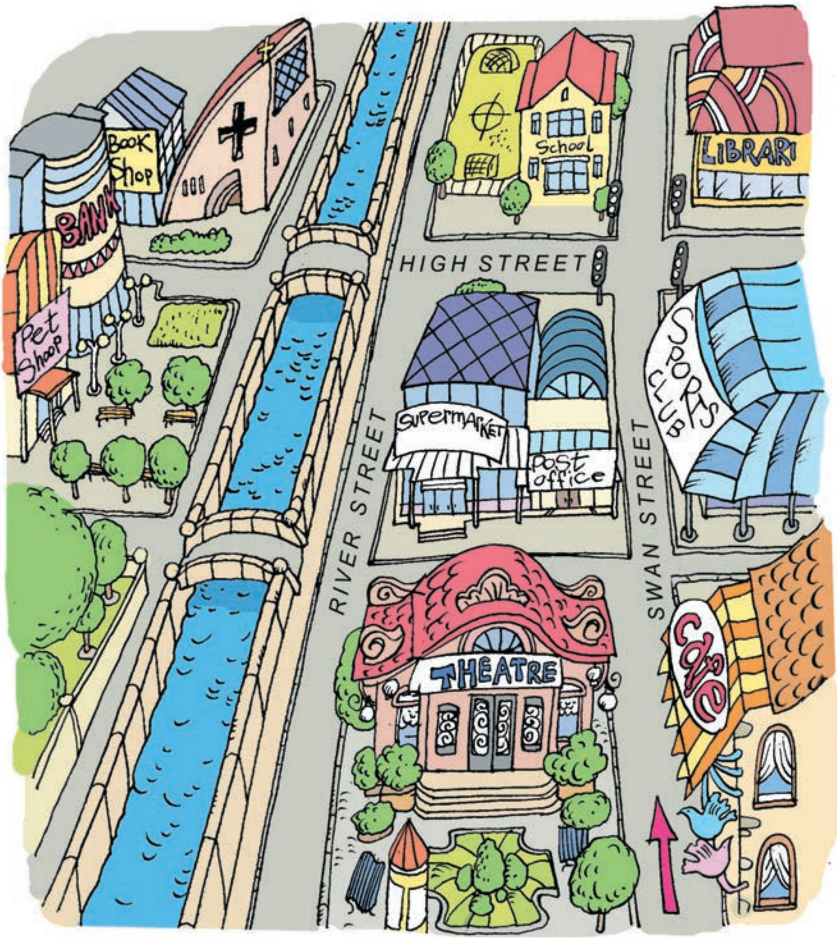
LESSON 3. How do I get to the nearest bank?

1. Look at the map. Ask questions in pairs.

---

[1] lane – завулак
[2] Linton Road – назва вуліцы

Model. **A:** Where's the bookshop?
B: It's in High Street, next to the church.



2. Sing the song.



Excuse me[1], sir,
Can you tell me the way
To the nearest bank?
It's not far away (недалёка).

[1] Excuse me – прабачце

First turn left, then turn right,
Then go straight ahead.
You must stop at the traffic lights
When the traffic lights are red!



Excuse me, sir,
Can you tell me the way
To the nearest bus stop?
It's not far away.

3a. Read the conversation and find the place on the map. Listen and check your answer.

Tourist: Excuse me! How do I get to the ...?

Police officer: It's not far away. Look! Go straight ahead. Then turn left at the traffic lights. Go along High Street, over the bridge. Go past the church. The ... is next to the church, just opposite the bank.

Tourist: Thank you!

Police officer: You're welcome.

3b. Roleplay the dialogue.

3c. Make up your dialogue.

4. Do the mini project "Hide a pearl".

1. Cut out the map from your workbook.
2. Complete the map.
3. Hide a pearl in a building.
4. Write instructions how to find the pearl.



LESSON 4. Safety rules[1]

1a. Read and match the rules to the pictures.

A



B



C



D



E



F



G



H



I



1. You must stop when the traffic lights are red.
2. You must cross the street when the traffic lights are green.
3. You must look first left then right when you cross the street.
4. You must cross the street in front of a tram, but behind a bus.
5. You must wear a flicker when it's dark.
6. You must wear a seatbelt in a car.

---

[1] Safety rules – Правілы бяспечных паводзін

7. You mustn't play on the road.
8. You mustn't ride a bike on the road if you're under 14.
9. You mustn't drive a car if you're under 18.

1b. Which safety rules do you always / sometimes / rarely / never follow[1]?

Model. I never play on the road. I always wear a seatbelt in a car.

2. Grammar secret.

The verb *must*

Дзеясловы *павінен*, *павінна*, *павінны*

You **must** stop when the traffic lights are red. You **mustn't** cross the street when the traffic lights are red.

3a. Rotty gives instructions to Moldy. Make sentences.

You must / mustn't
- find a pearl
- hide behind the trees
- make a lot of noise
- speak to the children
- run fast
- catch Elfin.



3b. Give your instructions to Rotty and Moldy.

3c. Write 6–8 instructions to Rotty and Moldy.

[1] follow (the rules) – прытрымлівацца (правіл)

LESSON 5. Photos of Minsk

1. The children are in a café. Mikita shows his friends photos of Minsk. Listen to Mikita and put the pictures in the correct order.



A. Gorky Park



B. the Central Railway Station [ˈreɪlweɪ ˈsteɪʃ(ə)n]



C. the Circus [ˈsɜːkəs]



D. the Opera and Ballet House [ˈɒp(ə)rə ənd ˈbæleɪ ˈhaʊs]



E. the Trayetskaye Suburb [ˈsʌbɜːb]



F. Peramogha Square [skweə]

2a. **Listen to Mikita's story about Minsk.** ***What is all children's favourite place in Minsk?***

Minsk, the capital of Belarus

Minsk is an old city. It was founded[1] in 1067. About two million people live there today. When tourists come to Minsk, they see the new railway station. It was built in 2001. The building is very modern and beautiful.

build (будаваць) – **built**

The oldest place[2] in Minsk is the Trayetskaye Suburb. There are a lot of cafes, small shops and museums there. There are a lot of cinemas and theatres in Minsk. The most beautiful theatre is the Opera and Ballet House.

All children's favourite place is Gorky Park. There is a big wheel, a merry-go-round and other rides there. Next to the park there is the Circus. There you can see acrobats and clowns, lions and tigers, bears and horses.

Not far from the park there is Peramogha Square. War[3] veterans go there on May 9th.

When you're in Minsk, call me. My phone number is 2475164. I live at 23 Asipenka Street, flat 48. Come to Minsk and I'll show you our beautiful city.

1067 – ten sixty-seven
2001 – two thousand and one

---

[1] was founded – быў заснаваны
[2] place – месца
[3] war – вайна; ваенны

2b. Read the text and answer the questions.

1. When was Minsk founded? 2. How many people live in Minsk? 3. When was the new railway station built? 4. What is the oldest place in Minsk? 5. What can you visit in the Trayetskaye Suburb? 6. Which is the most beautiful theatre in Minsk? 7. What can children do in Gorky Park?

2c. Answer the questions. *What's Mikita's phone number? What's his address?*

2d. Make a list of your classmates' phone numbers and addresses.

P1: What's your phone number?

> My phone number is 207 44 98 ('two-oh-seven-double four-nine-eight').

P2: Where do you live?

> I live **in** Minsk.
> I live **in** Kupala Street.
> I live **at** 45 Kupala Street, Flat 30

3. Complete and write the sentences about Minsk.

1. Minsk is ...
2. The Opera and Ballet House is ...
3. The Central Railway Station is ...
4. Gorky Park is ...
5. The Trayetskaye Suburb is ...
6. Peramogha Square is ... .

LESSON 6. A day in Minsk

1a. The Tree Monsters have come to Minsk. They want to see the city centre. Listen to their talk and say where they would like to go to. *Do they know the way to these places?*



1b. Choose a role and read the talk.

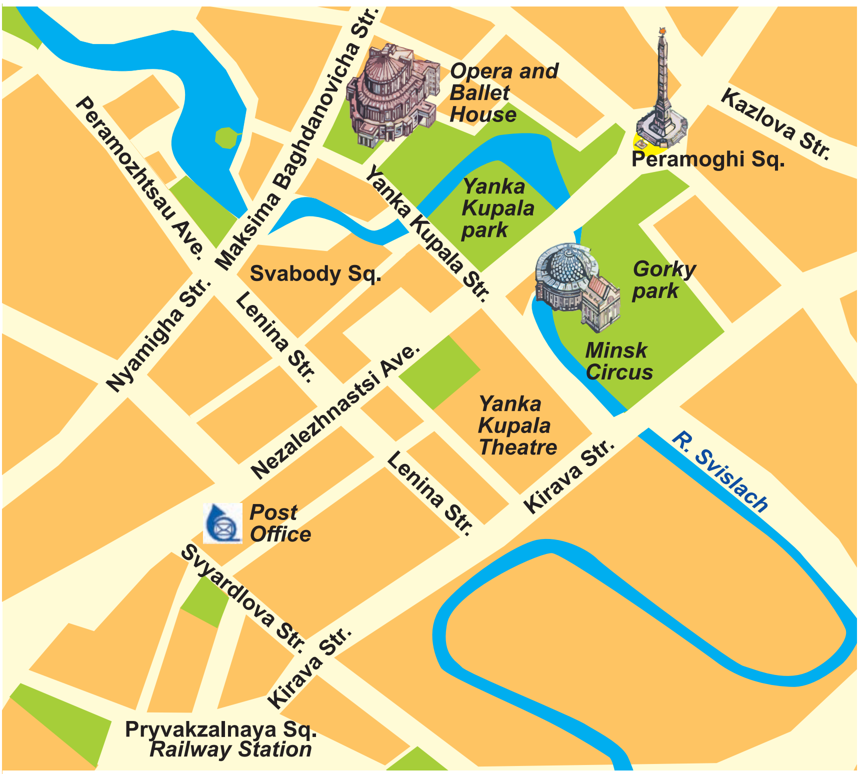
Rotty: Look, we are here, at the Railway Station.
Moldy: Let's go and see the amusement park.
Rotty: Right! And to the circus. How can we get there?
Moldy: Let's phone Nastya. Here's her telephone number.
Rotty: 294 63 44. Hello! Can I speak to Nastya, please?
Nastya: Speaking.
Rotty: Oh, this is Mike.
Nastya: Mike? Where are you?
Moldy: Give the telephone. I'm in Minsk. I'm at the Railway Station.
Nastya: In Minsk?! Are you playing a trick on me?
Moldy: Are you playing a trick on me? Tell me how I can get to the amusement park. Please. Quick.
Nastya: Hm-m. How strange! OK. Stand in front of the Railway Station. The Railway Station should

be behind you. Cross the street in the underground crossing. Walk straight ahead along Kirava Street. Cross Svyardlova Street. Turn left and walk along Svyardlova Street. Turn right at the post office. This is Nezalezhnastsi Avenue.

Moldy: Good! Bye!

Nastya: Wait! ...

2. The Tree Monsters don't know the way to Gorky Park and the circus. They go to different places and ask different people. Make up dialogues and act them out.



A. The Tree Monsters are at the Yanka Kupala Theatre. They want to go to Gorky Park.

B. The Tree Monsters are in Gorky Park. They want to go to the Opera and Ballet House.
C. The Tree Monsters are in Peramogha Square. They want to go to the Circus.

Help box

Excuse me, how can we get to ...?
Go straight ahead, go along ... , go past ..., go over the bridge, cross ... at the traffic (lights), turn left, turn right

3. Imagine the Tree Monsters ask you to show Minsk to them. Be a guide (use lesson 5).

LESSON 7. Belarusian towns and cities

1. Read about Polatsk and say what it is famous for[1].

Polatsk



the National Historical and Cultural Museum

People say Polatsk is the city of all Belarusian cities. It was the first capital of Belarus. It was founded in the 9th century[2] and it was the strongest[3] in the 11th century with Usyaslau Charadzei at its head.

There are a lot of museums in Polatsk where people can learn Belarusian history and culture [ˈkʌltʃə].

---

[1] famous for [ˈfeɪməs] – вядомы ...
[2] century [ˈsentʃəri] – стагоддзе
[3] was the strongest – быў найбольш магутным



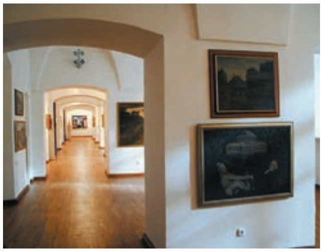
the Nature and Environment Museum



the Museum-Library of Simyaon of Polatsk



the Museum of Belarusian Book-Printing



the Art Gallery

Some of them are the National Historical and Cultural [ˈkʌltʃ(ə)rəl] Museum, the Nature and Environment[1] Museum, the Museum of Belarusian Book-Printing, the Museum-Library of Simyaon of Polatsk, the Children's Museum, and others. There is the Art Gallery[2] and a few monuments[3] to famous people. There is also an unusual monument to the Belarusian letter Ў, which you can find only in Belarusian.



a monument to the Belarusian letter Ў

1 environment [ɪnˈvaɪrənmənt] – навакольнае асяроддзе
2 Art Gallery [ˈgæləri] – мастацкая галерэя
3 monument [ˈmɒnjʊmənt] – помнік



St Safiya cathedral



Eufrasinnya of Polatsk

Polatsk is famous for its churches. St Safiya cathedral is one of the most famous. It has a concert [ˈkɒnsət] hall with an organ. Every year festivals of organ music take place here. The name of Eufrasinnya of Polatsk is dear to all Belarusian people. Eufrasinnya was born into a very rich family but she decided to live in the convent[1]. There she copied church books and then gave money to poor people. She built some churches and monasteries [ˈmɒnəstrɪz] in Polatsk and opened a school for children in the convent.

2. Tell your English friends about Polatsk:

– when it was founded;
– what famous people lived there;
– what people can see and do there.

3. Learn more about your classmate. Ask him or her.

famous for people, history and culture

- What Belarusian towns or cities have you visited?
- When did you go there?
- Who did you go there with?
- What is the town or city famous for?

---

[1] convent [ˈkɒnvənt] – жаночы манастыр

- What did you see there?
- Did you like your visit? Why?
- What town or city would you like to visit and why?

4a. Speak about the place you live in.

> ***Help box***
>
> ...was founded in ... It's famous for ... There is a ... There are .... The oldest place is ... The most beautiful place is ... People can ... there. They can visit / see ... there.

4b. Write about the place you live in.

LESSON 8. My favourite place

1a. Read Nastya's composition about her favourite place and say what she likes to do there.

I live in Minsk, the capital of Belarus. My native city is famous for its museums, theatres, gardens and monuments. Children can have fun in amusement parks.

My favourite place in Minsk is the Trayetskaye Suburb. It is in the centre of Minsk in Baghdanovicha Street, not far from the Opera and Ballet House.



It's the oldest part of Minsk. It stands on the bank (бераг) of the Svislach river. The houses look like they looked in the past. There are a lot of small shops, cafes and museums there. I go there with my parents at weekends. It usually takes us 20 minutes to get there by car.

The Trayetskaye Suburb is beautiful in summer, autumn, winter and spring. I like to walk along its quiet streets, look at the river and enjoy the past!

1b. Put the parts of the plan in the correct order.

A. My opinion

Why do you like the place? What can you do there?

B. My favourite place

What is your favourite place in the city / village? Where is it? What street is it in? What is there next to it? Opposite it? Behind it?

C. Details

What do you know about this place? Who do you usually go there with? How often? How long does it take you to get there?

D. My native town / village

Where do you live? What can people find in your native place? What is it famous for?

2. Write about your favourite place in your city / town / village. Follow the plan.

LESSON 9. We must catch them!

1a. Listen and answer. ***What happened to Elfin?***

Liz: Oh, it's a quarter past five. We're late! Our bus leaves at half past five[1].
Mike: Where from?
Liz: From Victoria station.
Mike: We must run!
Liz: Do you know how to get to the station?
Mike: Hmm, I'm not sure[2]. Let's ask the police officer.





Liz: Excuse me, sir! Can you tell me the way to Victoria station, please?
Police officer: Sure. Go along this street, then turn left at the traffic lights, walk past the shop and the station is opposite the bank.
Liz: Thank you.
Police officer: You're welcome.
Liz: Mike, where's Elfin?
Mike: I don't know.
Mikita: Oh, dear! Look! The Tree Monsters and ... Elfin! They're on the bus!

---

[1] leaves at half past five – адыходзіць а палове шостай
[2] I'm not sure – я не ўпэўнены



Liz: The bus is leaving. It's going to ... Cotswold Farm.
Mike: We must catch them! Let's go Cotswold Farm!

1b. True or false?

1. The children are in a café. 2. The bus leaves at 5.30. 3. There is a bank opposite Victoria station. 4. The Tree Monsters help the children to find the way. 5. The monsters go to the farm. 6. The children want to go to the theatre.

2. Choose a role and read.

3. Act out.

LESSON 10. Town Mouse and Country Mouse

1a. Look at Country Mouse and Town Mouse and answer. ***Which food does Town Mouse like? Which food does Country Mouse like?***



1b. **Listen, read and answer.** ***Did Country Mouse like the town? Why? Why not?***

Once upon a time there lived two cousins. They were called Country Mouse and Town Mouse. Country Mouse lived in a little hole in a country house. Town Mouse lived in a hole in a big town house.





One day Country Mouse visited his cousin in town. “Hello! Come in,” said Town Mouse. “I think, you’ll love[1] the town. It’s so interesting here!”



Town Mouse made a fantastic dinner of jam, biscuits and cola, chocolate cake and ice-cream. Country Mouse didn’t like the food – it was too sweet[2] for him. At night Country Mouse didn’t sleep. “It’s too noisy and there are too many lights!” he thought.

The next day the cousins went to the amusement park. Country Mouse saw swings, slides, a big wheel and a merry-go-round. They were horrible! Country Mouse didn’t like the big wheel. It was too big.

---

[1] you’ll love – табе спадабаецца
[2] too sweet – занадта салодкі



He didn't like the merry-go-round. It was too noisy. He didn't like the amusement park. There were too many people, dogs and cats. He was very tired.



At night Country Mouse had a dream[1]. He saw his nice little hole and beautiful green fields[2].

In the morning he said goodbye to his cousin and went home.

2. Put the sentences in the correct order.

A. Country Mouse saw slides and swings.
B. Country Mouse came to town.
C. In the morning Country Mouse went home.
D. After dinner they went to the amusement park.
E. Town Mouse made a fantastic dinner.

3. Correct the sentences.

1. Country Mouse liked his cousin's dinner. 2. They played on the swings. 3. There was a lot of food at the amusement park. 4. Country Mouse liked the big wheel. 5. It was very quiet in the town.

4. Complete and write the sentences.

Town Mouse liked the town because …
Country Mouse didn't like the town because …

---

[1] had a dream – прысніўся сон
[2] fields [fi:ldz] – палі

UNIT 7. On the farm

LESSON 1. In the city or in the country?

1. Sing the song “The wheels on the bus”.

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round
All over town.



The driver on the bus says,
“Move on back[1]” …

The wipers[2] on the bus
Go swish, swish, swish …



The lights on the bus
Go blink, blink, blink …



The horn[3] on the bus
Goes beep, beep, beep …

The baby on the bus
Goes “Wah, wah, wah” …



The parents on the bus
Go “Shh, shh, shh” …





---

[1] Move on back – праходзьце ў салон
[2] wipers – шклоачышчальнікі
[3] The horn – сігнал

2. Picture dictionary.

 a town	 a village ['vɪlɪdʒ]
 old	 modern ['mɒdən]
 clean	 dirty ['dɜːti]
 healthy ['helθi]	 unhealthy [ʌn'helθi]

3. Match the opposites.

Model. 1 – D. noisy – quiet



1. noisy	A. bad
2. fast	B. dirty
3. interesting	C. modern
4. healthy	D. quiet
5. old	E. small
6. good	F. unhealthy
7. clean	G. slow
8. big	H. boring

4a. Make sentences.

I think	the city the country	is	noisier healthier cleaner dirtier more boring better worse	than the country. than the city.

Top secret

good – **better** – the **best**
bad – **worse** – the **worst**

4b. **Write 6–8 sentences.** ***What do you think about the city and the country?***

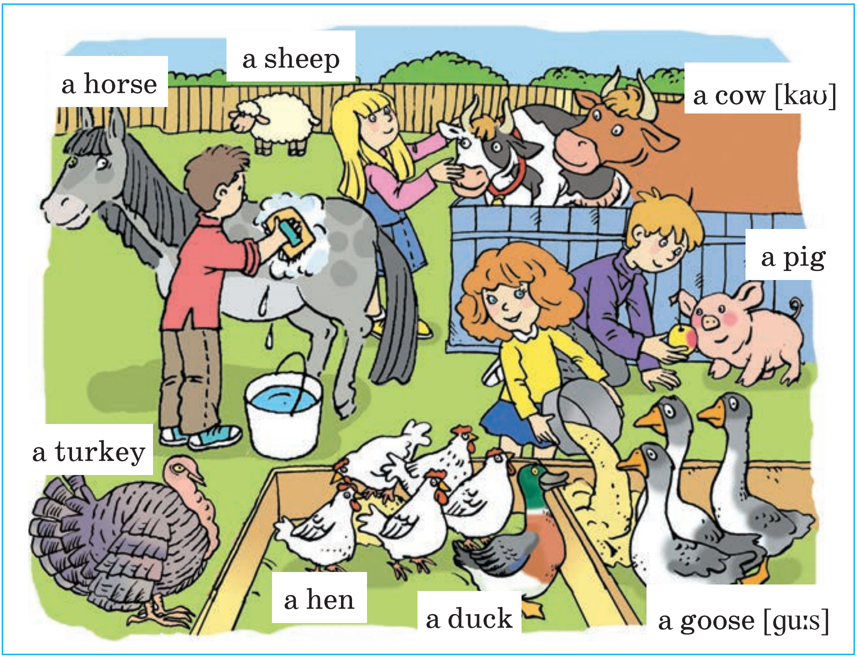
5. **Discuss with your partner.** ***Do you like the place you live in? Why?***

Help box

I live in the city of … I live in the town of …
I live in the village of …
It's beautiful / old / modern / interesting.
It's always clean / dirty / quiet / noisy here.
My … is healthier / unhealthier / more interesting / more boring than …

LESSON 2. Farm animals

1a. **Picture dictionary.**



Top secret

a goose – geese
a sheep – sheep
a mouse – mice
a man [mæn] – men [men]
a woman [ˈwʊmən] – women [ˈwɪmɪn]
a child [tʃaɪld] – children

1b. **Look and answer.** ***How many people and animals are there on the farm?***

Model. There's one horse. There are three geese.

1c. **Moldy is sitting in a tree and looking at the farm.** ***What does he tell Rotty?*** **Correct his mistakes.**

Model. *Moldy*: The boy is washing the cow.
You: No, the boy is washing the horse.

2. **Do you know the animal language? Make sentences. Listen and check.**

Dogs		*Baa-baa!*
Cats		*Neigh-neigh!*
Cows		*Moo-moo!*
Sheep	say	*Woof-woof!*
Horses		*Miaow-miaow!*
Pigs		*Quack-quack!*
Frogs		*Oink-oink!*
Mice		*Croak-croak!*
Ducks		*Squeak-squeak!*

3. **Sing the song "Old McDonald".**



Old McDonald had a duck. (2)
e – i – e – i – o!

Quack-quack-quack, (2)
e – i – e – i – o!

Old McDonald had a frog,
e – i – e – i – o!
Croak, croak, croak,
Quack-quack-quack,
e – i – e – i – o!





Old McDonald had a dog,
e – i – e – i – o!
Woof, woof, woof,
Croak, croak, croak,
Quack-quack-quack,
e – i – e – i – o!



Old McDonald had a cow,
e – i – e – i – o!
Moo, moo, moo,
Woof, woof, woof,
Croak, croak, croak,
Quack-quack-quack,
e – i – e – i – o!



4. Make up a riddle about an animal.

Model. It isn't big. It isn't small. It's got long white hair. It's got a short tail. It eats grass and drinks water. What animal is it?

5. Play "The last sentence" game with your partner. What do domestic[1] animals eat and drink?

Model. **A:** Pigs eat acorns.
B: Pigs eat grass.

[1] domestic – свойскія

LESSON 3. Looking after farm animals

1. Picture dictionary.

Look after animals



brush pets



milk cows



collect eggs



wash horses



wash a dog house



feed animals



clean the pigsty [ˈpɪgstaɪ]

2a. Discuss with your partner. ***How do people look after domestic animals?***

Model. They feed animals every day. They often wash horses.

2b. **Write 6–8 sentences.**

3a. **In summer children help at the zoo. Read, look at the pictures and complete the story.**



We are so happy we can help the zoo keeper. The zoo keeper's job is very interesting. I can say it's exciting to look after animals. The zoo keeper can drive a tractor, he knows the computer very well and he is very good with animals. He knows a lot about them and can tell interesting stories about them. There's always a lot of work at the zoo.

6.00



… a.m. – we check if the animals are healthy or ill.

… a.m. – we feed the animals.

… a.m. – we say hello to the first visitors.

… – … a.m. – we tell visitors about animals.

… p.m. – we wash the animals.

… p.m. – we feed the animals.

7.00



8.00



12.00



18.00



19.00



3b. **Listen to the story and compare it with yours.**

3c. **Imagine you have your own zoo. Make a riddle about your favourite animals for the class to guess. What do you do in your zoo?**

3d. **Write how you look after your favourite animal.**

LESSON 4. Working in the country

1. **Picture dictionary.**

Work in the kitchen garden



dig flower beds / make vegetable beds



plant tomatoes



seed carrots, peas and beans



water flowers and vegetables



grow apple-trees and pear-trees



weed flower beds and vegetable beds

2. Read the text and say why Nastya likes the garden and the kitchen garden.



Every weekend in spring we go to our summer house in the country. It's a good big house with a beautiful garden in front of and behind it. In summer the garden is so bright with flowers! And we can eat delicious vegetables and berries. In autumn we enjoy the tasty apples and pears.





So we have to work a little. In April and May we make flower beds and vegetable beds. We seed carrots, peas and beans and we plant tomatoes, cucumbers and cabbages. We have to weed them. I don't like this work. But I like to water them if there is no rain.

There is a swing and a slide in the garden. I play on them with my friends. We like it! And I treat them with self-grown fruit and vegetables. They are better than in shops. We all enjoy eating them.

3. Answer Liz's questions. Work in pairs.

1. Do you live in the country or in town? 2. Has your family got a summer house? 3. Do you go to the

country in summer? 4. Have you got a garden or a kitchen garden? 5. What work do you do there? 6. What do you grow there? 7. Do you like working or playing in the country? 8. Do you go to the woods in the country? 9. Do you go to the river?

4a. **Complete Nastya's diary about her typical summer day in the country.**

09.00 a.m. – I get up, wash my ...
09.30 a.m. – I run in the garden and ...
10.00 a.m. – I have breakfast with ...

...

...

...



10 p.m. – I go to bed.
10.05 p.m. – bedtime stories from my granny!



4b. **Do you think it's an interesting day? What other things can you enjoy in the country?**

4c. **Write about your dream day in the country.**

LESSON 5. Cotswold Farm Park

1a. **Read the brochure of a special museum and answer.** ***What sort of museum is it?***



Tickets[1]
Children – £ 3
Adults – £ 4
Children under 3 – free[2]

Horses
Cows
Lambs[3]
Rabbits

Here you can:
milk cows
collect eggs
bottle-feed lambs
ride a horse
touch small animals
drive a tractor

---

[1] tickets – білеты; [2] free – бясплатна; [3] lambs [læmz] – ягняты



Go to

The Hen House
The Tractor School
The Touch Barn
The Playground
The Gift Shop





Opening times
February – November
Monday – *Friday* – 10 a.m. – 4 p.m.
Weekends – 10 a.m. – 5 p.m.





We look forward to seeing you!
Tel: 01451 850307
www.cotswoldfarmpark.co.uk

1b. Answer the questions.

1. Can you visit the farm on Saturday, March 8th?
2. How much are the tickets for two children and their mum and dad?
3. Can you celebrate Christmas on the farm?
4. Where can you touch small animals?
5. Can you phone the farm?

1c. Complete the sentences.

1. You can see … on the farm.
2. You can go to … on the farm.
3. Children can play in … .
4. You can buy gifts at … .
5. You can drive a tractor at … .
6. You can collect eggs in … .
7. You can … lambs and … cows on the farm.

2. Play a memory game. Answer the questions. *What can you see on the farm? What can you do on the farm?*

Model. **A:** I can see pigs on the farm.
B: I can drive a tractor on the farm.

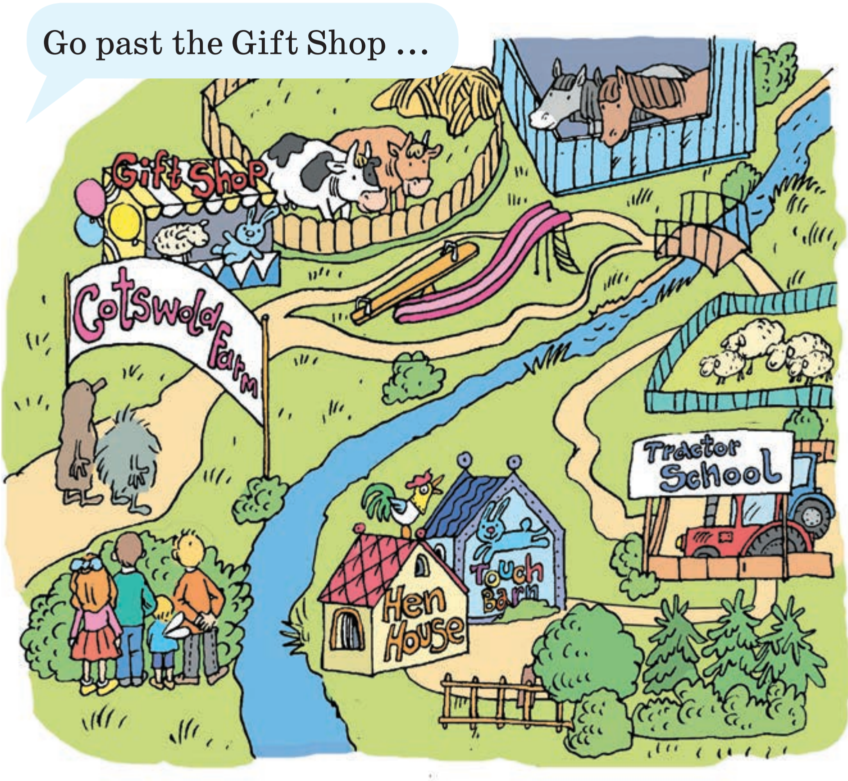
3a. Speak to your classmate. *What would you like to do on the Cotswold farm?*

Model. I'd like to ride a horse.

3b. Write 6–8 sentences (see the model in ex. 3a).

LESSON 6. Rotty and Moldy on the farm

1a. Listen to the woman. *Where did the Tree Monsters want to get?*



1b. Listen again and complete the sentences.

Go ... **(1)** the Gift Shop to the cows. Milk the cows. Then turn ... **(2)**, go ... **(3)** the playground to the horses. Go ... **(4)** the bridge and then go straight ... **(5)** to the sheep and lambs. Bottle-feed them. After that go to the Tractor School and drive a tractor. Then go ... **(6)** the woods. ... **(7)** the woods is the Touch Barn. The place you need is ... **(8)** the Touch Barn.

1c. How do you get to these places?

- from the Hen House to the Gift Shop.
- from the cows to the Tractor School.
- from the Tractor School to the horses.

2a. **Make up a story.** ***What happened to Rotty and Moldy?***



steal (красці) – **stole**
break (ламаць, разбіваць) – **broke**

Help box

ride a cow drop litter break a tree
drink the milk drive and break the tractor
pick flowers from flowerbeds steal a rabbit
break the eggs

2b. **Finish the story about Rotty and Moldy on the farm. Tell your story to the class.** ***Whose story is the most interesting? Whose story is the funniest?***

2c. **Listen to the story and compare it with yours.**

2d. **Write the story.**

LESSON 7. The fifth pearl

1a. **The Tree Monsters wanted to get the fifth pearl. Listen and answer.** ***Did they find it?***

Moldy: Here we are. But what's this?
Rotty: I think it's a Hen House. There are hens and chickens everywhere.
Moldy: OK. I'm hungry. Let's have some eggs for dinner!
Rotty: That's a good idea! Yummy!
Rooster: Cock-a-doodle-doo!
Moldy: What's that? A hen?
Rotty: What a big hen!
Moldy: Ouch! Stop it! It's pecking me![1] Help!
Rotty: Let's run!
Mike: Look! The Tree Monsters are running out of the Hen House!
Liz: And the rooster! It's running after them!





[1] It's pecking me! – Ён мяне дзяўбе!

Mike: Let's go into the Hen House.
Elfin: Mike! Liz! I'm so happy to see you again!
Liz: Look! There's a pearl in the nest. They didn't find it.
Children: Hooray!



1b. Read and correct the sentences.

1. The Tree Monsters went to the Gift Shop. 2. They saw a lot of children. 3. The monsters ate the hens. 4. The rooster helped the monsters to break the eggs. 5. Rotty and Moldy ran after the rooster. 6. The monsters found the pearl. 7. The pearl was in the egg.

find (знаходзіць) – **found**

1c. Choose a role and read.

1d. Act out.

2. Complete Elfin's message.



Dear Mum and Dad,

went | ate | saw | pecked | ran away | found

Love, Elfin.

LESSON 8. There is no place like home

1a. Letter secrets. Revision.

i = [aɪ] tidy, nice, fine
a = [eɪ] face, name, table
o = [əʊ] bones, Rose, go
u = [juː] music, Susie

i = [ɪ] Liz, six, kitten
a = [æ] dad, sad, happy
o = [ɒ] dog, stop, frog
u = [ʌ] puppy, Lucky

1b. Letter secret.



Billy Goat wore a coat going along the road.

oa = [əʊ]

1c. What sounds are the letters? Remember the words with these letters.

oo	**ar**	**ch**	**aft**	**ck**	**all**	**igh**
ay	**th**	**au(gh)**	**ast**	**or**	**ou**	

2a. Look at the pictures (in ex. 2c) and read the words.

2b. Look at the pictures and make up your story.

2c. Listen and read the story. Compare it with your story. ***What's fun for different animals? What's real fun for Jack?***

Fun for Jack

1. Jack was very sad, because his owner, Toby, was in the city, and the puppy was alone.

"Looking after the garden is no fun," thought Jack. "I want some real fun!"





a barn

2. He ran into the road. Slinker, the cat, came out of the barn. “Why are you here? You must look after the garden,” said the cat. “That’s no fun’” said Jack. And he went away.

3. He saw two young horses, Andy and Dandy. “Let’s run,” they said. “It’s fun!” Jack ran very fast, but the horses ran faster. “Let’s stop and have some real fun,” he called (закрычаў) to Andy and Dandy. “This is fun for us,” they said and ran away.



4. In the field Jack saw Old Uncle Billy Goat. “Have some corn, please. It’s very tasty.” But Jack didn’t like the corn, so he went away.



corn

5. Jack came to a house and saw a puppy in the yard. “Good morning, friend!” he barked. “Good morning!” barked the puppy. “Let’s have some fun together,” said Jack. “Oh, I can’t,” said the puppy. “My owner is out. I must look after the house.”

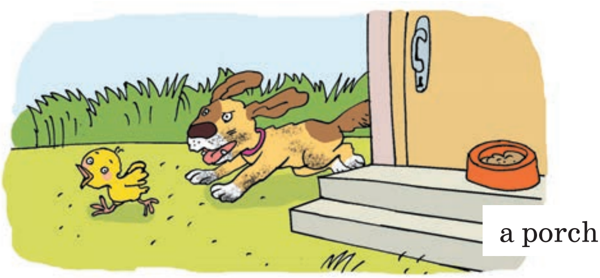
look after – даглядаць (каго, што)



6. Jack went home. He was dirty and tired and sad. In his yard he saw a chicken. “Bow-wow-wow! Out you go!” barked Jack. He ran after the chicken. The chicken ran away and Jack was very happy.

On the porch he found some food. It was very tasty. It was delicious! Then he went to hide a bone. He dug and dug. That was fun!

dig (капа́ць) – **dug**
catch [kætʃ] (лавіць) – **caught** [kɔːt]



7. “Hello, Jack! See what I’ve got for you!” It was Toby. He threw a beautiful bright ball to Jack. Jack

throw [θrəʊ] (**кідаць**) – **threw** [θruː]
bring [brɪŋ] (**прыносіць**) – **brought** [brɔːt]



caught it, and brought to Toby. “Good dog!” said Toby and threw the ball again. “Bow-wow-wow! It’s fun! And I love you!” barked Jack.

(*after May Justus*)

2d. Explain the title of the lesson.

3. Do shared reading. Perform at the Reader’s Theatre.

4. Write 2–3 words from the text for each secret (ex.1)

5. Complete and write the short story.

1. Jack was sad because he was … in his yard. His owner was in the … .
2. He met Slinker, the cat, and said it was no … to look after the garden.
3. It was no fun to run with the horses because they ran … than Jack.
4. It was no fun to eat corn with … … … … .
5. The little puppy didn’t … to play with Jack, because he … after his house.

6. It was fun for Jack to ... after a chicken in his garden.
7. It was real fun to play ... with his owner, ...

LESSON 9. In town or in the country?

1. Collect all possible ideas to answer the questions.

What can you do in town? What can you do in the country?

Where can you go in town? Where can you go in the country?

2. Sort out these activities and places between country and town.

A. Pick berries, pick mushrooms, play on swings, play on slides, play on a seesaw, go fishing, go for a swim, go rollerblading, watch a play, watch a concert, play computer games, go bird watching, grow fruit and vegetables.

B. Go to the woods, go to the river, go to the theatre, go to the cinema, go to the circus, go to the zoo, go on a picnic, go to the museum, go to the library, go to the supermarket, go to the shop, go to the lake, go to the disco, go to a concert hall.

3. Work in pairs or groups. Collect all the arguments for and against living in town or in the country. Develop the ideas.

A. There are a lot of cars and people in the streets. It's very noisy. And there are a lot of tall buildings. They are scary. But there are a lot of cinemas, theatres and jobs in town.

B. There are beautiful lakes, rivers and woods in the country. It's very quiet. You can hear birds' songs. The country is healthier than a town.

4. **Discuss the question.** ***Where is it better to live: in town or in the country?*** **Group A is for living in town, group B is for living in the country. Who can give more arguments?**

LESSON 10. Country Mouse and Town Mouse

1. **Read and answer.** ***Did Town Mouse like the country? Why? Why not?***



One day, Town Mouse visited his cousin. "Welcome to my home," said Country Mouse. "I think you'll love the country. It's so nice and quiet."

Country Mouse made a big dinner of mushrooms and seeds but Town Mouse did not like the food. "The food is better in town," he said.



He didn't like his little room and his little straw[1] bed. "I can't sleep," he thought. "It's so dark and cold here."

The next day Country Mouse got up at 5 o'clock. He went to the field to collect[2] seeds for the winter. Town Mouse didn't help him. He wanted to go back home.

"It's so quiet and boring in the country," he said. "I want to go home. It's more interesting there."

---

[1] straw – салома

[2] collect – збіраць





The next morning Country Mouse ran into the hole. “Quick! The farmer is going to town!” Town Mouse said goodbye and jumped into the car.

2. Correct the sentences.

sleep (спаць) – **slept**

1. Country Mouse gave Town Mouse bread and mushrooms for dinner. 2. Town Mouse liked his dinner. 3. Town Mouse slept very well on the straw bed. 4. Town Mouse helped Country Mouse to collect seeds. 5. Country Mouse liked the town. 6. Town Mouse lived in a small house.

3a. Put the actions in the correct order.

A. visited his cousin **B.** made a big dinner **C.** went to the field **D.** got up **E.** didn’t help him **F.** jumped into the car **G.** ran into **H.** said goodbye **I.** wanted to go back home

3b. You are Country Mouse (Town Mouse). Tell the story.

4. Act out the story.

5. Complete and write the sentences.

Country Mouse liked the country because …
Town Mouse didn’t like the country because …

UNIT 8. Our wonderful world

LESSON 1. Continents

1. Sing the song.

I've got the whole world in my hands.
I've got the whole world in my hands.
I've got the whole world in my hands.
The whole world in my hands.

She's got the whole world in her hands …
He's got the whole world in his hands …
We've the whole world in our hands …



2a. Look at the map of the world. Read the names of the continents and find them on the map.

[ˈeɪʃə]	[ɒˈstreɪlɪə]	[æntˈɑːtɪkə]
[ˈjʊərəp]	[nɔːθ əˈmerɪkə]	[saʊθ əˈmerɪkə]

2b. **Read the names of the oceans and find them on the map.**

[ðɪ ətˌlæntɪk ˈəʊʃn] [ðɪ ˈɪndiən ˈəʊʃn]
[ðə pəˌsɪfɪk ˈəʊʃn] [ðɪ ˌɑːktɪk ˈəʊʃn]



3a. **The children are looking at the map of the world with Grandad. Listen to the conversation.** ***Which continents does Grandad mention[1]?***

A



B



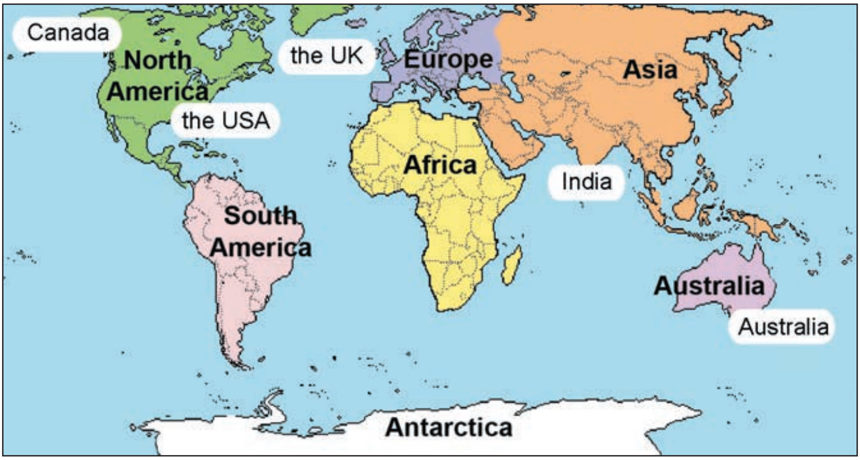
C



D



[1] mention – упамінаць



3b. **Listen again.** ***What does Grandad say about the continents?***

4. **Grammar secret.**

Articles with geographical names

Артыклі з геаграфічнымі назвамі

the	zero article
rivers: *the Nile* **seas:** *the Black Sea* **oceans:** *the Atlantic Ocean* **lakes:** *the Narach*	**continents:** *Asia* **cities:** *Minsk* **countries:** *India* (***but***: the UK, the USA) **lakes:** *Lake Narach*

Note:
the USA[ˌjuːesˈeɪ] = the United States of America (Злучаныя Штаты Амерыкі)

the UK [ˌjuːˈkeɪ] = the United Kingdom of Great Britain and Northern Ireland (Злучанае Каралеўства Вялікабрытаніі і Паўночнай Ірландыі)

5a. Do the test "Are you good at geography?" Look at the map and complete the sentences.

1. … is the biggest continent.
2. … is the smallest continent.
3. … is the hottest continent.
4. … is the coldest continent.
5. The USA is in … .
6. Belarus is in … .
7. … is the biggest ocean.
8. … is the coldest ocean.

Check your test results.
7–8 correct answers – Great!
5–6 correct answers – Good.
<**5** correct answers – Not very good.

5b. Guess the riddle. Then make your own riddles about the continents.

This continent is washed by the Arctic Ocean and the Atlantic Ocean.

LESSON 2. Different places

1. Picture dictionary.

 high [haɪ]	 deep

 dry	 wet
 a desert [ˈdezət]	 an ocean
 a mountain [ˈmaʊntɪn]	 the jungle
 grasslands [ˈgrɑːslændz]	

2a. Make up sentences. ***What do you think?***

Mountains Oceans Deserts Grasslands Jungles	are	dry. wet. high. cold. hot. deep.

2b. Read the texts and check your answers.

Deserts They are the driest places in the world. In the day time they are very hot but at night they can be very cold. Only animals and plants[1] that need very little water can live there. The biggest desert, the Sahara, is in Africa.

Seas and Oceans Salty seas cover[2] more than half of the world. Strange fish and animals live deep in the water. Different seaweeds[3] look like beautiful gardens.

Mountains There are mountains on every continent. Their tops are usually covered in snow. High up the weather is cold and windy, so plants can't grow there. The highest mountain, Everest, is in Asia.

Jungles They cover a small part[4] of the world but they are home to thousands of different plants and animals. The weather is hot and wet there all year round. The biggest jungle is in South America.

Grasslands There are only two seasons in grasslands: wet season and dry season. There aren't many trees but there's a lot of grass, so lots of different animals live there. There are grasslands in many parts of the world.

---

[1] plants [plɑːnts] – расліны
[2] cover [ˈkʌvə] – пакрываюць
[3] seaweeds – водарасці
[4] part – частка

2c. Answer the questions.

1. What is the biggest desert in the world? Where is it?
2. What is the highest mountain in the world? Where is it?
3. Where is the biggest jungle in the world?

2d. Find the sentences about the photos in ex. 1.

2e. What is it about?

1. You can see snow there.
2. There's a lot of grass there.
3. There's no water there.
4. A lot of animals live there.
5. You can find beautiful seaweeds there.

3. Play a memory game. ***What do you know about seas and oceans, deserts, mountains, jungles and grasslands?***

4a. Make sentences about Belarus.

There are some	high mountains	
	deep rivers	
There are a lot of	grasslands	in Belarus.
	dry deserts	
There aren't any	blue lakes	
	jungles	
	green woods	

4b. Write 6–8 sentences about Belarus.

LESSON 3. Animals and birds on different continents

1a. Picture dictionary.



a kangaroo



a rhino ['raɪnəʊ]



an ostrich ['ɒstrɪtʃ]



a whale



an eagle ['iːgl]



a polar bear [beə]



a koala [kəʊ'ɑːlə]



a shark



a dolphin ['dɒlfɪn]



a camel ['kæməl]



a panda ['pændə]



a lizard ['lɪzəd]

		
an octopus	a penguin [ˈpeŋgwɪn]	a cheetah [ˈtʃiːtə]

1b. Where do these animals live? Listen and check.

Model. I think ostriches live in Africa.

1c. Which animals are ...?

slow clever fast noisy funny beautiful quiet

2. Grandad is telling the children about a bird. Listen, read and guess the bird.

These birds are black and white. They live in Antarctica and like cold weather. They can't fly and they walk **slowly**, but they can swim very **well**. They also dive (ныраюць) very well. They eat fish. They live in big groups because it helps them to stay warm.

3. Grammar secret.

slow + **ly** = slowly

Tortoises are **slow**. They walk **slowly**.
Lizards are **quick**. They climb trees **quickly**.
But: Penguins are **good** swimmers. They swim very **well**.
Cheetahs are **fast** animals. They run **fast**.

4. **Ask and answer the questions about different animals in pairs.**

Do	tigers sharks lizards koalas parrots eagles	walk run swim eat fly sing	slowly? fast? well? quietly? noisily? beautifully?

I think they do.
I don't think they do.

5a. ***What do you know about rhinos?*** **Make sentences.**



I think I don't think I know	that rhinos	live in Africa. live in Asia. live in the mountains. live in the grasslands. eat meat. eat grass and leaves. can swim well. can run quickly.

5b. **Listen to Mike's grandad and check your answers.**

6. **Make up a riddle about one of the animals.**

Help box

They're … They live in … They eat … They can …

LESSON 4. A blue-eyed country

1. Picture dictionary.


a forest


a meadow [ˈmedəʊ]


a field [fiːld]


a hill


a swamp [swɒmp]

2. Complete Mikita's composition about Belarusian nature. Listen and check.

Belarusian nature is very beautiful. Belarus is often called 'a blue-eyed' country because there are 10,000 … and 20,000 … in it. The biggest lake is Lake … . The most important rivers are the Dnepr, the Western Dzvina, the Nyoman and the … .

There are not any high mountains in Belarus but there are a lot of … in the country. The highest point[1] of Belarus is Mount Dzyarzhynskaya (346 meters high).

You can see a lot of green … , … and … . One third of the country is covered with … or pushchas. Belarusian forests are home to many animals and … .

---

[1] point – кропка

3a. Elfin wants to know the names of Belarusian animals. Help him to match the animals with their names. Listen and check.

A



B



C



D



E



F



G



H



A bison [ˈbaɪsən] is a big animal like a cow with long hair.

A lynx [lɪŋks] is a large wild cat that has no tail and lives in forests.

A stork is a tall white bird with black wings[1] and a long beak[2].

A beaver [ˈbiːvə] is an animal with thick fur[3]. It cuts down trees with its strong teeth.

---

[1] wings – крылы
[2] beak – дзюба
[3] fur – футра

A hedgehog [ˈhedʒhɒg] is a small brown animal whose body is round and covered with spines[1].

A deer [dɪə] is a grass-eating animal that can run very fast and has very beautiful big antlers[2].

An elk is a very large deer.

A wild boar [ˈwaɪld ˈbɔː] is a large wild pig with long hair.

a deer – two deer
an elk – two elk
a wild boar – two wild boar
a bison – two bison

3b. Speak about Belarusian animals and birds.

1. Where do the animals live?
2. Which animals and birds are symbols of Belarus?
3. Which animals are the most beautiful?
4. Which animals are the most dangerous[3]?
5. Which animals are the strongest?
6. What other animals and birds live in Belarus?

4a. In pairs prepare an invitation to Belarus for a Travel Agency's site. Follow the plan.

- Start with "Belarus is a beautiful country in Europe."
- Write about Belarusian nature and animals. "You can see/visit/walk/ ..."
- Finish with "Welcome to Belarus!"

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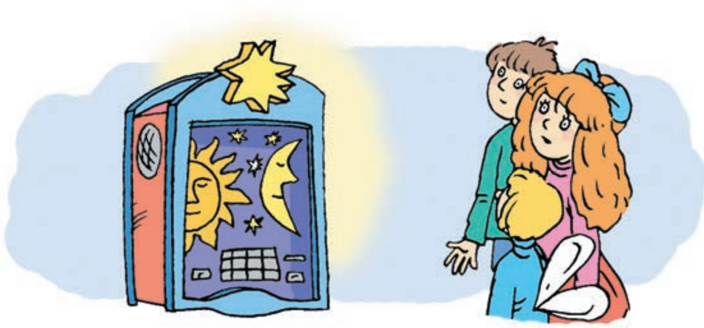
[1] spines – іголкі
[2] antlers [ˈæntləz] – рогі
[3] dangerous [ˈdeɪndʒərəs] – небяспечны

4b. **Have a competition. Whose invitation is the best?**

4c. **Write your invitation to Belarus.**

LESSON 5. The Fortune-teller[1]

1. Mike, Liz and Elfin go to the amusement park and see the fortune telling machine. Read, listen and answer. ***Do you believe[2] the machine? Why?***



Hello! Hello! I'm the best fortune telling machine in the world. Listen to me!

I'll tell you all about your future. You'**ll go** to very interesting places. You'**ll go** to Europe. You'**ll see** beavers, hedgehogs and bison there. You'**ll go** to Africa. You'**ll ride** camels in a desert. You'**ll swim** with dolphins in a deep sea. You'**ll feed** ostriches in the grasslands. You'**ll go** to Australia. You'**ll climb** trees with koalas in the jungle. Then you'**ll make** friends with penguins in Antarctica.

If you want to know more about your future, pay 1 pound. Pay 1 pound...

---

[1] fortune-teller – прадказальнік лёсу

[2] believe – верыць

2. Grammar secret.

Future Simple Tense: positive sentences

Будучы просты час:
сцвярджальныя сказы

○	will	V	...
I You He She It We You They	**will**	see a shark.	I **will** = I'**ll** He **will** = He'**ll** She **will** = She'**ll** It **will** = It'**ll** We **will** = We'**ll** You **will** = You'**ll** They **will** = They'**ll**

Top secret | **tomorrow** | **next week**

3a. Read what the fortune telling machine says to the children. ***What will happen to them in the future?***

Model. They'll go to Europe.

3b. Role play. A is the fortune telling machine, B is Mike or Liz. They'll do unusual things.

Model. **A:** You'll dance with rhinos.
B: Hooray, I'll dance with rhinos.

Help box

dance rollerblade ride a bike
play computer games listen to music
watch TV read a book play snowballs

4a. **Speak to your classmate.** ***What do you think you and your family will do next weekend?***

Model. I think I'll play football with my friends next weekend. My mum will go shopping.

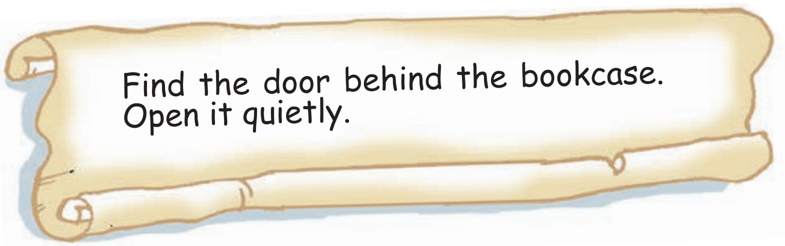
4b. **Write 6–8 sentences about your next week.**

LESSON 6. The magic map

1a. **The children are in Grandad's house. Listen, read and answer.** ***How did the children get to the island[1]?***

Elfin: Look, an old bottle!
Mike: What's in it?
Elfin: There's a message!
Mike: Read it quickly!
Elfin: OK. Listen!





Mike: Look, this is the door.
Liz: Let's open it. Quietly!
Mike: Look, there's a room. It's dark.
Liz: What do we do next?
Elfin: Let's read the message.



[1] island [ˈaɪlænd] – востраў

Walk in slowly. Take the map quickly.
Say "Abba-Dabba-Doo" loudly.

Elfin: There's the map!
Mike: Take it!
Liz: Let's say the words.
Children: Abba-Dabba-Doo! Oh, we're flying!
Rotty: Did you hear them? Say the words quickly!
Moldy: Du...ba!… Booba. No, daba!
Rotty: You, silly! Say after me! Abba-Dabba-Doo! We're flying!



Chief: My name's Booboo. Who are you? What do you want?
Children: We want to get home. Please, help us.
Rotty: Will they help them?
Moldy: I think they'll eat them!
Rotty: That's good. **They won't get the pearl!**



1b. **Complete the sentences with adverbs.**

loudly	quietly	angrily
quickly	slowly	

The children opened the door … . They saw a room and walk in … . They took the map … and said “Abba-Dabba-Doo” … . The chief looked at the children … .

1c. **Choose a role and read.**

2. **Grammar secret.**

Future Simple Tense: questions and negative sentences

Будучы просты час:
пытальныя і адмоўныя сказы

Will ◯ V …?		
Will	they help them?	Yes, they will. No, they won’t.

◯	△ will not	V	… .
They	won't	get	the pearl.

will **not** = won't

3. **You're on the island. Speak to your classmate.** ***What will you do?***

Model. **A:** Will you eat snakes?
B: Yes, I will. / No, I won't.

Help box

eat snakes live in a cave wash in the ocean
make friends with dolphins sleep on the grass
climb a high mountain drink coconut milk
make a fire swim in a deep river catch lizards

4a. **The chief has caught the Tree Monsters. They ask him to let them go.** ***What do they say?***



Help box

be good monsters
be lazy
break trees
be naughty
be friendly
do our exercises
steal things
help people
eat a lot of crisps
eat fruit and vegetables
pick flowers from flowerbeds

4b. **Write what the Tree Monsters promise** (абяцаюць).

LESSON 7. On the island

1a. This is the map of Abba-Dabba island. ***What can you see on the island?***



1b. Listen to a story about little Abbu, the chief's son. ***Which cave did he go into? What did he see there?***

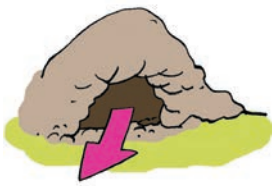
1c. Put the sentences in the correct order. Listen again and check.

A. He walked through the field and turned right.
B. He went up and down the hill.

C. Abbu lived in a village on the island.
D. One morning he went out of the village.
E. He went past the lake.
F. The boy looked into the cave.
G. He swam across the river.
H. He heard some noise in the cave.



2. Picture dictionary.

 go into	 go out of	 go through
 go up	 go down	 go across

3a. The chief put Rotty and Moldy in a dark cave. They want to get from the cave back to the village. How do you think they will get there? Work in pairs.

Help box

I think they'll go out of the cave and … .
Then they'll …

3b. Compare your story with the other pairs. Do you have the same ideas?

3c. Write your story about Rotty and Moldy.

4a. Imagine that you're on the island. Complete the sentences.

down | up | through | into | past | out of

You're on a hill. Go (1)... the hill quickly. Don't get (2)... the cave. It's very dark. Oh dear! The Tree Monsters get (3)... the cave and run after you. Swim (4)... the river and run (5)... the jungle. Go (6)... the highest mountain. The monsters don't see you and go (7)... the mountain. What will you do next?

4b. Continue the story.

5. Find the magic map in a secret place.

- In pairs draw a map of your island.
- On the map mark (адзнач) the village.
- Think of the secret place where you want to hide the magic map of your island.
- On a slip of paper write where the map is, e.g. *My magic map is in the river*. Don't show it.
- Write instructions on how to get from the village to the secret place.
- Give your map and instructions to another pair. They read the instructions and draw the route to find the secret place with the magic map. They write the answer to the question: "Where is the magic map?" on a slip of paper.
- Compare their answer with your secret place.

LESSON 8. An unusual island

1a. Children make a project about an unusual island. Read Mike's project about Mauritius [məˈrɪʃəs]. ***Why is it an unusual island?***





Mauritius is a small island in the Indian Ocean. 1,200,000 people live there. They speak English and French.

Mauritius is a green island with hills and mountains covered[1] with forests. It's always warm on the island. Tourists visit the country all year round to swim and dive[2] in the warm waters of the ocean and enjoy fantastic underwater life. You can also climb Lion Mountain and jump off the 25 m waterfall!

There is a great Bird Park with more than 140 kinds[3] of birds from five continents. The Botanical Gardens is one of the best places to learn about plants, trees and flowers. Yemen Reserve Park is a home to tigers, monkeys, deer and giant[4] tortoises. Children can ride a tortoise there!

Welcome to Mauritius! It's an unusual island.

---

[1] covered [ˈkʌvəd] – пакрыты
[2] dive – ныраць
[3] kinds – віды
[4] giant [ˈdʒaɪənt] – гіганцкі

1b. Answer the questions about the island.

1. Where is this island? 2. What's the weather like? 3. What language (мова) do people speak there? 4. What can you see there? 5. What animals live there? 6. What can you do there?

2a. Liz has invented[1] her unusual island. Read Liz's project about it and answer. *Why is it unusual?*



Island *Wow* in the Atlantic Ocean is very small but beautiful. People speak the Wowish language there.

The weather is warm and sunny all year round. Sometimes it snows at night. There is a deep sea and five long rivers. You can pick berries and mushrooms in the jungle. There are wonderful fields and pink meadows where you can ride the fastest ostrich in the world!

There are a lot of animals on the island. Koalas, deer, lynxes and penguins live in the grasslands. Tigers can climb trees and penguins can fly! Sharks and whales are very kind. You can swim with them in the ocean.

The "Swampyland" amusement park invites children and their parents to go down the highest water slide in the world! You'll have a lot of fun!

It's a very interesting island.

---

[1] invent – прыдумваць, вынаходзіць

2b. Answer the questions (ex. 1b) about Liz's island.

3. Which of the two islands would you like to visit and why?

4. Find information about an interesting island or invent one. Use the questions in ex. 1b as a plan. Write your project and get ready to talk about the island. You can bring pictures [ˌsuːvəˈnɪəz], souvenirs, music to make your presentation more exciting.

LESSON 9. The sixth pearl

1a. Listen, read and answer. ***How did the children get the sixth pearl?***

Chief: What's that?
Mike: It's a map. We found it in my grandad's house.
Chief: It's the Magic Map of our island! Could you give it to me, please?
Elfin: Liz, look! He's wearing a magic pearl around his neck!
Liz: We'll give you the map if you give us that pearl.
Chief: This pearl? Here you are, my friends!
Children: Great! Thank you!



Monsters: Oh, no, they've got the pearl.
Chief: If you want to get home, say "Babba-Dabba-Doo" loudly.
Children: Babba-Dabba-Doo! Oh, we're flying! Good-bye!



Rotty: Oh, no, they've gone![1]
Moldy: How will we get home? I want to go home!

1c. Choose a role and read.

2. Complete Elfin's message.



Dear Mum and Dad,

were   had   saw   asked   gave   flew

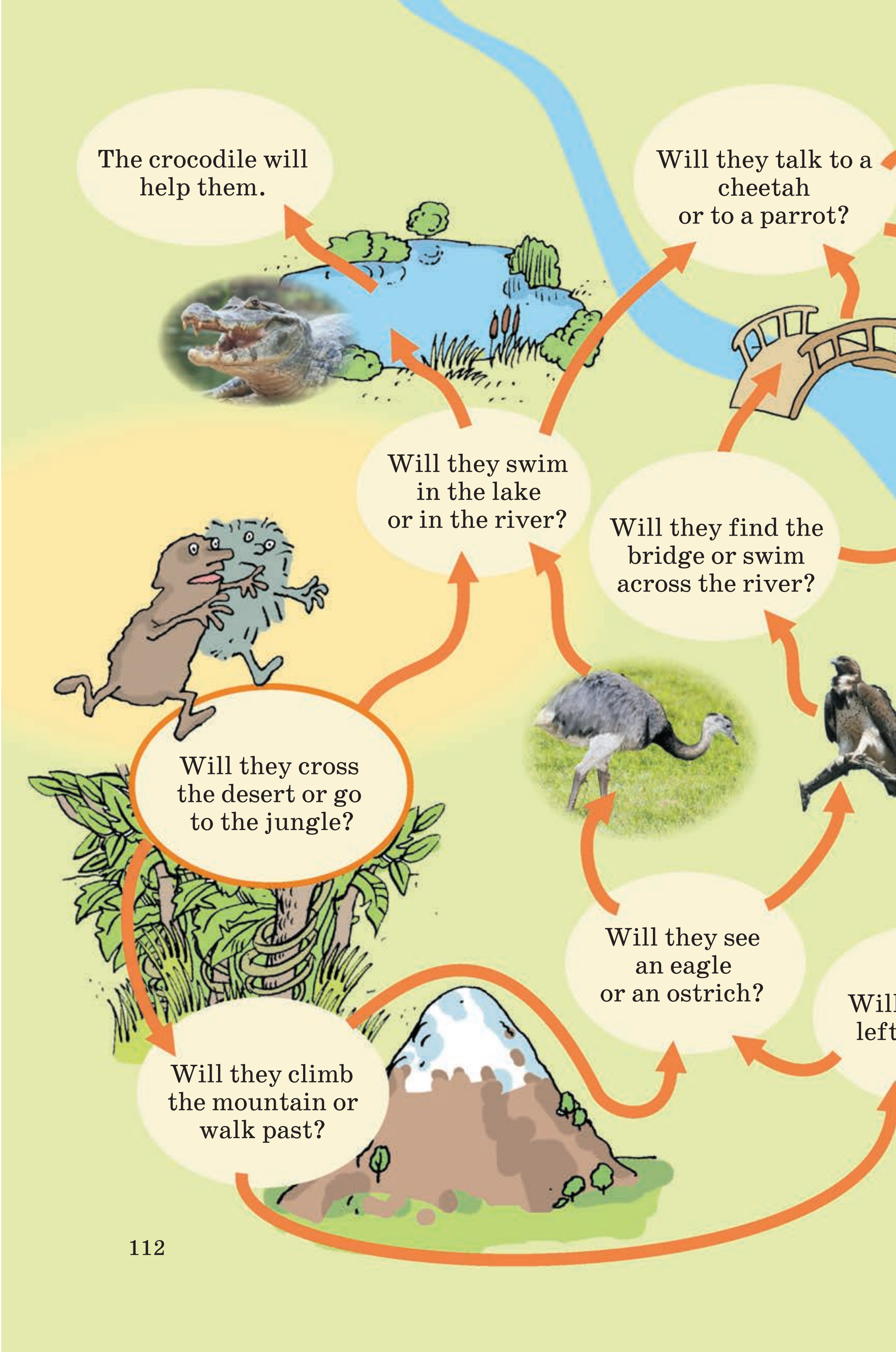
Love, Elfin

3. Board game. ***Who will help the Tree Monsters?***

Model. I think they'll cross the desert.

---

[1] they've gone – яны зніклі



The crocodile will help them.
Will they talk to a cheetah or to a parrot?
Will they swim in the lake or in the river?
Will they find the bridge or swim across the river?
Will they cross the desert or go to the jungle?
Will they see an eagle or an ostrich?
Will they climb the mountain or walk past?


The cheetah will help them.
Will they turn right or left ?
Will they go into the cave or walk past?
Will they go to the sea or cross the river?
The octopus will help them.
l they turn
t or right?
The shark will help them.

4a. **We live in a wonderful world. Listen to the song about it and put the pictures in the correct order.**

What a wonderful world

A



B



C



D



I see trees of green, red roses too,
I see them bloom[1] for me and you,
And I think to myself what a wonderful world.

I see skies of blue and clouds of white,
The bright sunny day, the dark starry night,
And I think to myself what a wonderful world.

The colours of the rainbow so pretty in the sky
Are also on the faces of people going by.
I see friends shaking hands saying how do you do –
They're really saying I love you.

I hear babies crying, I watch them grow.
They'll learn much more than I'll never know.
And I think to myself what a wonderful world,
Yes I think to myself what a wonderful world.

---

[1] bloom – цвісці

4b. Why do you think our world is wonderful? Make as many sentences as you can.

LESSON 10. Flippy, the penguin

1a. Read the story and answer. ***Who did Flippy see under the water?***

Once upon a time in Antarctica there lived Flippy, a little penguin. One day he came to his father.

"Dad, can I go swimming in the sea alone today?" he asked. "But you're very little!" his dad said.



"I'm little but I can swim and dive very well," Flippy said. "OK," his dad said.

"Hooray!" Flippy cried[1] loudly and ran to the sea.



He ran very fast, so soon he was near the sea. He wanted to jump into the water but suddenly[2] he saw something black and white under the water. He looked carefully[3]. It was a little penguin!

"Who are you?" asked Flippy. The penguin didn't answer.

"Go away!" said Flippy angrily and stamped his foot. The penguin under the water stamped his foot,

---

[1] cried – закрычаў

[2] suddenly – раптам

[3] carefully [ˈkeəfəlɪ] – *тут* уважліва



too. Flippy didn't like it. He turned round[1] and wanted to go away.

But then he had an idea. "I should talk to him quietly," he thought.

Slowly he came up to the water and looked. The penguin was there.

"Hello! I'm glad to see you," said Flippy and smiled. The penguin under the water smiled happily, too.



1b. Answer the questions. ***Why was Flippy angry? Why did he smile happily?***

1c. Use the words to make sentences about Flippy.

Model. Flippy could swim very well.

well, loudly, fast, carefully, angrily, quietly, slowly, happily

1d. Put the sentences in the correct order.

A. Flippy stamped his foot angrily. B. He ran to the sea fast. C. Flippy spoke with his father. D. He asked the penguin, "Who are you?" E. The penguin smiled back. F. He wanted to go away. G. He saw a little penguin in the water. H. Flippy smiled at the penguin.

1e. You are Flippy. Tell the story.

[1] turned round – павярнуўся

UNIT 9. Travelling

LESSON 1. English-speaking countries

1a. After his visit to Grandad, Mike got interested in Geography. Now he is reading an article about English-speaking countries. Read the article and find English-speaking countries on the map on page 88 (Unit 8. Lesson 1). Where are they?

Model. The UK is in Europe.

There are more than 80 English-speaking countries in the world. They are countries where English is one of the **official languages** [əˈfɪʃəl ˈlæŋgwɪdʒɪz]. The biggest countries are **the UK, the USA, Australia, Canada** [ˈkænədə] and **India**.

1b. What oceans are these countries washed by?

Model. India is washed by the Indian Ocean.

1c. What countries are these flags from?

Model. I think flag number 1 is American.

countries	flags
the UK	British
the USA	American
Australia	Australian
Canada	Canadian
India	Indian


1


2


3


4


5

2a. People speak British English and American English in English-speaking countries. Match British English words with their American English equivalents.

People speak different[1] English in these countries. They speak American English in the USA, British English in the UK and Australian English in Australia. Canadians have two official languages – English and French. Canadian English is a mixture[2] of American and British English. In India the official languages are Hindi and English. Some words are different, but it's good that people can understand each other in all these countries.

British English	American English
1. autumn	A. apartment
2. biscuits	B. candy
3. chips	C. cookies
4. crisps	D. elevator
5. flat	E. fall
6. lift	F. fries, French fries
7. shop	G. potato chips
8. sweet	H. store
9. the cinema	I. the movies

2b. Listen and check.

3a. These animals and birds are the symbols of the English-speaking countries. Match the animals with their countries.

[1] different – розны
[2] mixture [ˈmɪkstʃə] – сумесь



a bald eagle
['bɔːld 'iːgl]



a beaver



a tiger



a kangaroo



a lion

3b. Listen to the radio programme and check your guesses.

4a. Word secrets.

Canada + **ian** = Canadian

America + **an** = American

4b. Speak to your classmate. ***What do you both[1] like?***

Model. A: Do you like American cars?
B: Yes, I do. / No, I don't.

Indian films

American cars

Asian clothes

Belarusian nature

Canadian ice-hockey

African elephants

Australian animals

Russian cartoons

[1] both – абодва

5a. Complete the text about Canada. Use the information of the lesson.

Canada is an English-speaking country in ... . It is washed by the ... and the ... Oceans. The Canadian flag is ... and white with a maple leaf[1] on it. The official languages are ... and French. People speak a mixture of British and ... English. The symbol of Canada is the ... .

5b. Write a story about another English-speaking country. Tell it to your class.

LESSON 2. Let's visit Chris!

1a. The children are reading a letter from Mike's cousin Chris. Read and answer. ***Where is he from?***

Dear Mike,

How are you? I'm fine. It's very hot here. Last week we found a baby kangaroo. Come to visit us! We'll play with our new pet and have a good time!

Yours, Chris



1b. Listen to the children. ***Who is going to visit Chris?***

---

[1] maple [ˈmeɪpəl] leaf – кляновы ліст

2a. Picture dictionary.

Ways of travelling



a bicycle ['baɪsɪkl]



a motorbike ['məʊtə͵baɪk]



a car



a plane



a hot-air balloon



a boat [bəʊt]



a bus



a train



a helicopter ['helɪkɒptə]



a ship

How can you travel?

by plane **by** train

2b. Listen to the sounds. Guess the transport.

3. Letter secrets.



The toast in a coat is in a boat on the road.

oa = [əʊ]

4a. What do you think about different ways of traveling?

Model. Planes are faster than trains.
Planes are the fastest way of travelling.

trains, cars, buses, planes, boats, helicopters, ships, motorbikes, hot-air balloons

faster, cheaper, safer, more comfortable, more interesting, the fastest, the cheapest, the safest, the most comfortable, the most interesting

4b. Imagine that you are going to visit Chris. Choose the way of travelling.

Model. **A:** Let's go by train. Trains are safer than cars and bikes.
B: Sorry, I don't like trains. They're slower than planes. Why not go by plane?
A: Sounds good. Planes are fast and comfortable.

Let's go by …. We can go by …. Why not go by …?	What about going by …? How about going by …?
+	–
Why not? That's a good idea! Great idea! Sounds good.	Sorry, I don't like … . I don't think that's a good idea.

Arguments[1] for	Arguments against
Planes are very fast. Trains are comfortable. We can look at the clouds.	Trains are slower than planes. Buses aren't comfortable. Planes are very expensive.

4c. **Write 6–8 sentences about different ways of travelling.**

LESSON 3. Planning a route

1a. **Sing the song.**



Where are you going?
When are you leaving?
How are you getting there?
Where are you going?
When are you leaving?
And when are you coming back?



1. To Australia.
   Right away[2].
   By ship.
   Later today.



2. To Canada.
   Soon.
   By plane.
   This afternoon.



---

[1] Arguments [ˈɑːgjʊmənts] (for / against) – аргументы (за / супраць)

[2] right away – зараз жа

3. To India.
Tonight.
By boat.
At half past nine.



4. To Belarus.
At half past ten.
By train.
I don't know when.



1b. Match the questions to the answers. Make up dialogues.

Model. **A:** Where are you going? – **B:** To Australia.

2a. The children are going to Australia. Listen and answer. ***Which route are they going to take: red or blue?***







2b. Listen again. ***How are they going to travel?***

Model. They're going from … to … by … .

2c. Look at the other route. ***How are the monsters going to travel?***

2d. Write how the children and the monsters are going to travel.

3a. Sort out arguments for and against travelling to another country.

1. It's a very beautiful country. 2. I like Asian food. It's delicious. 3. It's very wet there. 4. I can't stand hot weather. 5. It's far away. 6. We can see interesting animals there. 7. There are a lot of museums / beautiful parks / … . 8. The nature is fantastic! 9. I don't like noisy cities. 10. I think it's boring / … there. 11. It's great / exciting! 12. There are old / … there.

3b. Plan your route [ruːt] **in pairs. Choose a country.**

Let's go to …. We can go to …. Why not go to …?	What about going to …? How about going to …?

Agree +	**Disagree –**
Why not? That's a good idea! Great idea! Sounds good. I don't mind.	I don't think that's a great idea. Sorry, but it isn't a very good idea.
Give arguments for	**Give arguments against**

LESSON 4. Invite your friend on a trip[1]

1. Listen to the children. ***How would they like to travel? Why?***

1. look at the clouds
2. read a book
3. watch a video
4. do crosswords
5. buy food
6. look through[2] the window
7. see whales and dolphins
8. listen to music
9. sleep
10. stop at any place



2a. Speak to your classmate. Invite your friend on a trip. Use the ideas from lessons 2 and 3.

Suggest a country / the way of travelling

Agree +	Disagree –
Give arguments for	Give arguments against

Model. **A:** What about going to India? The nature is fantastic there!
B: I don't think that's a good idea. I can't stand hot weather. Let's go to Canada! It's an exciting country!
A: Why not? We can go there by ship.

---

1 trip – паездка
2 through [θruː] – праз, цераз

B: Sorry, I don't like ships. They're very slow. How about going by plane? They're faster.
A: That's a good idea!

2b. **Listen to your classmates' dialogues. What are the most popular countries and ways of travelling in your class? Why?**

3a. **Read the traveller's rules and match parts of the sentences.**





1. You shouldn't listen to loud music,
2. You mustn't run on the bus,
3. You mustn't throw litter out of the train window,
4. You mustn't drink water from a river or a lake,
5. When you travel, you should send cards to your parents,
6. You shouldn't leave[1] your bags,

    A. because you can have a stomach-ache.
    B. because some people want to sleep.
    C. because they will be happy to get it.
    D. because you can fall down[2].
    E. because the countryside[3] will be dirty.
    F. because someone can steal them.

3b. **How will you behave during a trip?**

---

[1] leave – пакідаць
[2] fall down – паваліцца
[3] countryside – *тут* (навакольная) прырода

4a. **Make up a story.** ***What happened to Rotty and Moldy?***



throw (кі́даць) – **threw** fall (па́даць) – **fell**

Help box

fall down and hurt their arms and legs
(the people) get angry (the police) fine[1] them
have a stomach-ache

[1] fine – штрафаваць

4b. **Write the story about Rotty and Moldy.**

LESSON 5. The Adventures of Baron Munchausen

1a. **The children are reading a book about Baron Munchausen. Listen and read one of the stories.** ***Do you believe him?***





Some years ago I travelled to India. I went there by ship. The weather was fine.

One day it was very hot, so I wanted to go for a swim. I took off my jacket and boots and jumped into the water. The water was nice. I liked swimming. Then I saw a small island in the sea. I swam to the island quickly.

Suddenly the island opened its mouth. It was a giant[1] whale! I wanted to swim away, but it was too late! The next moment I was in the whale's stomach. It was wet and dark there. What could I do? I thought, and thought, and thought, and then I had a brilliant idea.

I took my guitar and started playing and singing loudly. The whale didn't like it. It had a headache and a stomach-ache. It opened its mouth and I jumped out. Then I sat on my guitar and quickly went back to my ship.

---

[1] giant [ˈdʒaɪənt] – гіганцкі

1b. **Read again. Put the pictures in the right order.**

A



B



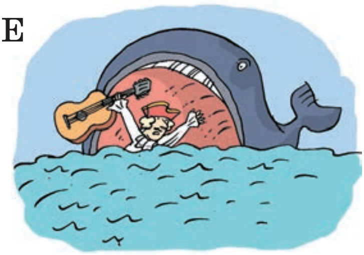
C



D



E



1c. **Read the sentences about the pictures.**

1d. **Choose the correct answer.**

1. The baron travelled to …
   a. Europe. **b.** Asia. **c.** Africa.

2. The weather was …
   a. wet. **b.** hot. **c.** cold.

3. The baron swam to the …
   a. island. **b.** guitar. **c.** whale.

4. The whale …
   a. played the guitar. **b.** started singing.
   c. ate the baron.

5. The whale had …
a. toothache. **b.** earache. **c.** a stomach-ache.

6. The baron went back to the ship on …
a. his guitar. **b.** his boots. **c.** his jacket.

2a. This is the end of the story. Match the pictures with the phrases.

1. see the pirate's ship
2. eat the pirate's ship
3. take me to my ship
4. jump into the water
5. fly to me

A



B



C



D



E



2b. Use the phrases and finish the story about the baron.

2c. Listen to the baron and compare his story with yours.

3a. **Make up your story about travelling. Will your friends believe you?**

3b. **Write your story about travelling.**

LESSON 6. Interview about a trip

1a. **Complete the interview.**

Model. 1. When did you go there?

A. How did you go there?
B. When did you go there?
C. Did you like your trip?
D. Who did you go there with?
E. What did you see there?
F. What did you eat?



Reporter: Good morning, baron Munchausen!
Baron: Good morning!
Reporter: Can I ask you some questions about your trip to Africa?
Baron: Sure!
Reporter: **(1)** ...
Baron: Thirty years ago.

Reporter: I see. **(2)** ...
Baron: By hot-air balloon.
Reporter: **(3)** ...
Reporter: Oh, I went there with my best friend, my parrot.
Reporter: **(4)** ...
Baron: I saw a very big monkey. It was bigger than an elephant!
Reporter: Bigger than an elephant! **(5)**
Baron: Tortoise soup. Yummy!
Reporter: **(6)** ...
Baron: Yes, it was fantastic!
Reporter: Thank you very much.
Baron: You're welcome!

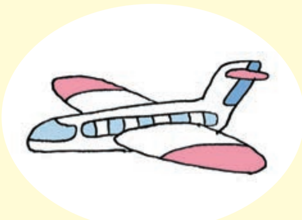
1b. Listen and check.

2a. Board game.

1. Where did you go?
- Africa
- Asia
- South America
- North America
- Antarctica
- Australia



2. How did you go there?
- by train
- by plane
- by ship
- by bike
- by car
- by motorbike



3. When did you go there?

- last month
- two weeks ago
- in August
- yesterday
- three days ago
- last year



4. Who did you go there with?

- the Tree Monsters
- Elfin
- my pet
- my friend
- my parents
- my English teacher



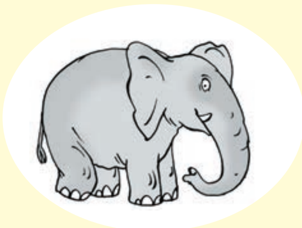
5. Where did you stay?

- in a hotel
- in a cave
- with my relatives
- in a library
- on a mountain
- in a tree



6. What did you do there?

- wore Asian clothes
- danced Russian dances
- sang Canadian songs
- played Australian games
- rode African elephants
- climbed American mountains



2b. **Report to the class about your trip.**

2c. **Roleplay an interview with a famous traveller.**

3a. **Speak to your classmate about your most interesting trip.**

3b. **Write about your most interesting trip.**

LESSON 7. A traveller's diary

1. **Read the pages from Jane's diary and match them to the pictures.**

1 *Tuesday, July 7*

Dear Diary,

I'm on the ship now. It's cool! My family and I are going to Australia. The weather is fantastic! The sea is so beautiful. I like to look at the waves. Yesterday I made friends with two dolphins! They were playing not far from the ship. I shouted, "Hello, friends! How are you?" They swam up to the ship and started jumping up and down. They cried, "Ulu-ula! Ulu-ula!" I think they said hello to me.

2 *Wednesday, July 15*

Dear Diary,

Now I'm in India. We came here two days ago. The plane was cool. I sat near the window and could see the clouds very well. India is an interesting country but it's very, very hot. Every day we go swimming in the Indian Ocean. Yesterday we went to the amusement park and

I rode a camel. A camel is called the ship of the desert. In the morning I had a stomach-ache and my mum took me to the hotel doctor. I'm fine now but I can't go to the beach[1].











3 *Saturday, July 25*

Dear Diary,

We are in Belarus. We came here by train. In the city we got lost. We were very tired. We asked a man to help us. He was very kind and showed us the way to The Minsk Hotel. We found our hotel opposite the post-office, not far from the Red Church. Now we are going to the café to have dinner. I like Belarusian food, especially draniki.

[1] beach – пляж

4 *Sunday, August 3*

Dear Diary,

I'm in the north of Britain. The trip by car was long but exciting. There are a lot of lakes, meadows and hills here. Yesterday we went for a walk and saw a deer. It was great! Tomorrow we are going to London, the capital of the UK. After that we are going to the airport and flying to Canada.

5 *Thursday, August 7*

Dear Diary,

I like Canada! Yesterday there was a festival in the park. We had a lot of fun. All the people danced in the park and played funny games. I made friends with two Canadian girls. We answered a lot of questions in the quiz show "Around the world" and got nice prizes – toy animals. I got a big toy cheetah. Tomorrow we are going home, to the USA.

2. True or false?

1. Jane made friends with two girls on the ship.
2. Jane went to Australia in July.
3. She travelled to India by ship.
4. Jane went to the café in summer.
5. Jane visited London on August 2nd.

3. Choose the correct answer.

1. Jane went to Britain by ...
   a) plane. b) car. c) train.

2. Jane's hotel in Belarus was opposite the …
   a) post-office.   b) police office.
   c) shopping centre.

3. Jane got a big … as a prize in the quiz show.
   a) dolphin.   b) cheetah.   c) beaver.

4. Jane rode a camel in …
   a) Britain.   b) India.   c) Australia.

5. Jane saw a … in Britain.
   a) bison.   b) wild boar.   c) deer.

4. Say in which country ...

1. ... Jane saw dolphins.
2. ... there are a lot of lakes, meadows and hills.
3. ... there was a festival.
4. ... Jane made friends with two girls.
5. ... Jane had a stomach-ache.

5a. Work in pairs. Write questions to Jane about her trip.

Model. How many days did you spend in Britain?

5b. Roleplay a TV interview with Jane. Use the reporter's phrases. Whose interview is the most interesting?

How interesting!

Really?

Great!

Cool!

Wow!

LESSON 8. Around the world

1a. Read an article about a man who travelled around the world. How long did he travel?



Jason Lewis



rollerblades



a pedal boat

Jason Lewis became the first person to travel around the world using only the power[1] of his arms and legs. He was 26 when he started his journey[2] in 1994.

His journey began in London, Britain. He travelled through Europe by bike and then across the Atlantic Ocean by pedal boat. Then Jason rollerbladed through Central America where he had an accident[3]. He broke both of his legs and spent nine months in hospital. When Jason left the hospital he continued rollerblading up to San Francisco. He travelled across the Pacific Ocean to Australia in his pedal boat. In the ocean a white shark attacked the pedal boat's propeller, making that journey extra dangerous[4]!

Jason went across Australia by bike and then up to Singapore [ˌsɪŋəˈpɔːr], an island country in Asia, by boat. Then he biked again from Singapore to China [ˈtʃaɪnə]. When he travelled from China to India on foot, he got malaria [məˈleəriə]. He continued his journey from India to North Africa by boat, from Africa to Europe by bike. The final part of the journey was in the pedal boat across the English Channel and up the River Thames [temz] to London where he started his journey 13 years earlier.

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[1] power [ˈpaʊə]– сіла

[2] journey [ˈdʒɜːni] – падарожжа

[3] accident [ˈæksɪdənt] – аварыя

[4] dangerous [ˈdeɪndʒərəs] – небяспечны

1b. Read the article again and draw Jason Lewis's route.

1c. Describe his route.

Model. He travelled from Britain through Europe by bike. Then …

1d. Discuss the questions.

1. Was Jason's journey dangerous? What happened to him during[1] his journey?
2. Would you like to travel like Jason Lewis?

2a. Do the project "A traveller's diary of around-the-world journey". Use the ideas from the article about Jason Lewis and from Jane's diary in lesson 7.

- When did you travel?
- Who did you travel with?
- What did you see?
- What food did you eat?
- What continents did you visit?
- What oceans did you cross?
- How did you travel?
- What happened to you during your journey?

2b. Present your project in class.

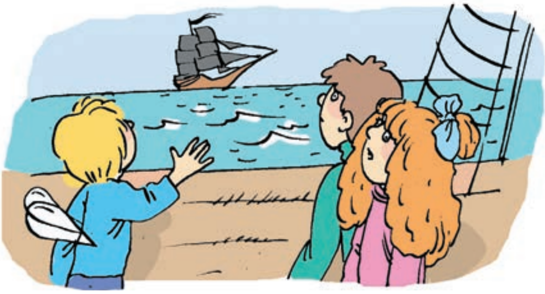
LESSON 9. The last pearl

1a. The pirates attacked the ship. Listen and answer. ***What happened to the Tree Monsters?***

1. **Liz:** The sea is so quiet …
   Mike: Liz, look! There's a ship!

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[1] during [ˈdjʊərɪŋ] – у час



2. Elfin: It's a very strange ship. Oh! It's got a black flag!

Liz: They are pirates! I'm afraid of them! Help!!!

Liz: Mike, I want to go home! What can we do?
Mike: Don't worry, we'll be fine.



3. Elfin: Liz, Mike!
Liz: Oh, Elfin! They didn't catch you!
Elfin: I flew away. Hurry up!
Liz: Mike, look! The pirates' chest (скрыня)!
Mike: Let's open it!



4. **Elfin:** Quickly! A storm is coming!
Mike: Wow! There's a lot of gold here.
Liz: What's that?
Elfin: It's a magic pearl! It's the seventh magic pearl!



5. **Mike:** Put all the pearls together! Quick!
The King: Elfin! You're back!
Elfin: I love you, Mum and Dad! Look, the Tree Monsters! Let's catch them!
The King: We'll send them to Antarctica!
Rotty: I don't want to go to Antarctica!
Moldy: We're sorry! We'll be good! We can work in your garden.
The King: Well, ... in our garden?
Rotty: Yes, yes, we love flowers!
Elfin: Thank you, friends. My parents are so happy!



Liz: How can we get home?
Elfin: I know! In our hot-air balloon!
Mike: Fantastic!
Children: Goodbye, Elfin!
Elfin: Goodbye, Liz! Goodbye, Mike!



1b. Choose a role and read.

1c. Roleplay an interview with Mike and Liz. Complete the questions using the Past Simple Tense.

1. What ship **(the children / see)**?
2. What **(they / find)** in the pirate's chest?
3. How **(the children / get)** to the Elf Kingdom?
4. Why **(be)** the king happy?
5. Where **(the king / want)** to send the Tree Monsters?
6. Why **(be)** the Tree Monsters unhappy?
7. How **(Liz and Mike / get)** home?

2. Where did the children find the seven pearls?

Model. The children found the first magic pearl at the Dinosaur Museum.

LESSON 10. What do you remember?

1. Board game.



START

1. Speak about Liz.
2. Speak about Mike.
3. Speak about Elfin.
4. Speak about your most interesting trip.
5. Speak about the first pearl.
6. Roleplay “At the doctor’s”.
7. Speak about the second pearl.
8. Speak about a healthy diet.
9. Speak about the third pearl.
10. Ask the way from the school to the nearest supermarket.

11. Speak about the fourth pearl.

12. Speak about your favourite animal.

13. Invite your friend on a trip.

14. Speak about the fifth pearl.

15. Speak about the sixth pearl.

16. Speak about your favourite TV programme.

17. Speak about your summer holidays.

18. Speak about your favourite holiday.

19. Speak about the seventh pearl.

20. Speak about your favourite way of travelling.

FINISH

Vocabulary

adj. (adjective) – прыметнік
adv. (adverb) – прыслоўе
conj. (conjunction) – злучнік
noun – назоўнік
prep. (preposition) – прыназоўнік
pron. (pronoun) – займеннік
verb – дзеяслоў

A

abroad [əˈbrɔːd] *adv*. за мяжой
action [ˈækʃən] **film** *noun* баявік
adult [ˈædʌlt] *noun* дарослы
adventure [ədˈventʃə] **film** *noun* прыгодніцкі фільм
Africa [ˈæfrɪkə] *noun* Афрыка
ago [əˈgəʊ] *adv*. назад
all [ɔːl] *pron*. усё, усе
all year round [ˌɔːl jɪə ˈraʊnd] круглы год
always [ˈɔːlweɪz] *adv*. заўсёды
amusement park [əˈmjuːzmənt ˌpɑːk] *noun* парк забаваў
amusing [əˈmjuːzɪŋ] *adj*. смешны, забаўны
angel [ˈeɪndʒəl] *noun* анёл
answer [ˈɑːnsə] *verb* адказваць
Antarctica [ænˈtɑːktɪkə] *noun* Антарктыда
any [ˈenɪ] *pron*. нейкая колькасць (*чаго-н.*)
April Fool's Day [ˌeɪprɪl ˈfuːlz ˌdeɪ] *noun* Дзень красавіцкага дурня
(the) Arctic Ocean [ˈɑːktɪk ˈəʊʃ(ə)n] Паўночны Ледавіты акіян
arm [ɑːm] *noun* рука (*ад кісці да пляча*)
Asia [ˈeɪʃə] *noun* Азія
ask [ɑːsk] *verb* пытацца
(the) Atlantic Ocean [ətˌlæntɪk ˈəʊʃ(ə)n] Атлантычны акіян
Australia [ɒˈstreɪlɪə] *noun* Аўстралія

B

back [bæk] *adv*., *adj*., *noun* назад; задні; спіна
bacon and eggs [ˈbeɪkən ən ˌegz] яечня з беконам

bad [bæd] *adj.* **(worse, the worst)** дрэнны **(**горшы, самы дрэнны**)**
bald eagle [ˈbɔːld ˈiːgl] белагаловы арлан
bank [bænk] *noun* банк; бераг ракі
be afraid of [əˈfreɪdəv] баяцца **(***каго-н., чаго-н.***)**
beans [biːnz] *noun* фасоля; боб
beautiful [ˈbjuːtəf(ə)l] *adj.* прыгожы
beaver [ˈbiːvə] *noun* бабёр
become [bɪˈkʌm] **(became)** *verb* станавіцца, рабіцца
behind [bɪˈhaɪnd] *prep.* ззаду
be on [bi ˈɒn] *verb* ісці **(***пра фільм***)**
between [bɪˈtwiːn] *prep.* паміж
bicycle [ˈbaɪsɪkl] *noun* веласіпед, ровар
big wheel [ˌbɪg ˈwiːl] *noun* кола агляду
biscuit [ˈbɪskɪt] *noun* пячэнне
bison [ˈbaɪs(ə)n] **(bison)** *noun* зубр; амерыканскі зубр, бізон **(**бізоны**)**
boat [bəʊt] *noun* лодка
body [ˈbɒdi] *noun* цела
bookshop [ˈbʊkʃɒp] *noun* кнігарня
boring [ˈbɔːrɪŋ] *adj.* сумны, нудны
break [breɪk] **(broke)** *verb* разбіваць, ламаць, ламацца
bridge [brɪdʒ] *noun* мост
bring [brɪŋ] **(brought)** *verb* прыносіць, прыводзіць
brontosaurus [ˌbrɒntəˈsɔːrəs] *noun* брантазаўр
brush [brʌʃ] *verb* чысціць шчоткай, прычэсваць **(***валасы***)**
build [bɪld] **(built)** *verb* будаваць
building [ˈbɪldɪŋ] *noun* будынак
bus [bʌs] *noun* аўтобус
bus station [ˈsteɪʃn] *noun* аўтавакзал
bus stop *noun* аўтобусны прыпынак
butter [ˈbʌtə] *noun* масла
buy [baɪ] **(bought)** *verb* купляць

C

cafe [ˈkæfeɪ] *noun* кафэ
camel [ˈkæməl] *noun* вярблюд
Canada [ˈkænədə] *noun* Канада
car [kɑː] *noun* машына
carefully [ˈkeəfəlɪ] *adv.* асцярожна; уважліва

carol [ˈkærəl] *noun* калядная песня
cartoon [kɑːˈtuːn] *noun* мультфільм
catch [kætʃ] **(caught)** *verb* лавіць
cave [keɪv] *noun* пячора
celebrate [ˈseləbreɪt] *verb* святкаваць
cereal [ˈsɪərɪəl] *noun* крупы; сухое снеданне
cheetah [ˈtʃiːtə] *noun* гепард
cherry [ˈtʃeri] **(cherry tree)** *noun* вішня
chest [tʃest] *noun* куфар, скрыня
chicken [ˈtʃɪkɪn] *noun* кураня(ё)
child [tʃaɪld] *noun* дзіця
children [ˈtʃɪldrən] *noun* дзеці
Christmas [ˈkrɪsməs] *noun* Каляды, Ражаство
church [tʃɜːtʃ] *noun* царква
circus [ˈsɜːkəs] *noun* цырк
city [ˈsɪti] **(cities)** *noun* горад
clean [kliːn] *adj.*, *verb* чысты; чысціць, прыбіраць
clever [ˈklevə] *adj.* разумны
cloud [klaʊd] *noun* воблака
cloudy [ˈklaʊdi] *adj.* воблачны
cold [kəʊld] *adj.*, *noun* халодны; прастуда
collect [kəˈlekt] *verb* збіраць
come [kʌm] **(came)** *verb* прыходзіць
comedy [ˈkɒmədɪ] *noun* камедыя
comfortable [ˈkʌmfətəbl] *adj.* зручны
compsognathus [ˌkɒmpˈsɒgnəθəs] *noun* кампсогнат (*дыназаўр*)
continent [ˈkɒntɪnənt] *noun* кантынент
cool [kuːl] *adj.* халаднаваты
cough [kɒf] *noun* кашаль
country [ˈkʌntrɪ] *noun* краіна; сельская мясцовасць
cousin [ˈkʌzən] *noun* стрыечны брат, стрыечная сястра
cow [kaʊ] *noun* карова
cracker [ˈkrækə] *noun* хлапушка
crisps [krɪsps] *noun* чыпсы
cross the street [striːt] пераходзіць вуліцу

D

day [deɪ] *noun* дзень
day out [ˌdeɪ ˈaʊt] *noun* дзень адпачынку па-за домам

decorate [ˈdekəreɪt] *verb* упрыгожваць (*ёлку*)
deep [diːp] *adj.* глыбокі
deer [dɪə] **(deer)** *noun* алень (алені)
delicious [dɪˈlɪʃəs] *adj.* цудоўны, вельмі смачны
desert [ˈdezət] *noun* пустыня
detective [dɪˈtektɪv] **film** *noun* дэтэктыўны фільм
diet [ˈdaɪət] *noun* дыета, рэжым харчавання
dig [dɪg] **(dug)** *verb* капаць
dinosaur [ˈdaɪnəsɔː] *noun* дыназаўр
diplodocus [dɪpˈlɒdəkəs] *noun* дыплодак (*дыназаўр*)
dirty [ˈdɜːtɪ] *adj.* брудны
disco [ˈdɪskəʊ] *noun* дыскатэка
dolphin [ˈdɒlfɪn] *noun* дэльфін
draw [drɔː] **(drew)** *verb* маляваць
drink [drɪŋk] **(drank)** *verb* піць
drive [draɪv] **(drove)** *verb* вадзіць машыну
drop litter [ˈlɪtə] кідаць смецце
dry [draɪ] *adj.* сухі
duck [dʌk] *noun* качка

E

eagle [ˈiːgl] *noun* арол
ear [ɪə] *noun* вуха
eat [iːt] **(ate)** *verb* есці (*прымаць ежу*)
elbow [ˈelbəʊ] *noun* локаць
elf [elf] *noun* эльф
elk [elk] *noun* лось
Europe [ˈjʊərəp] *noun* Еўропа
exciting [ɪkˈsaɪtɪŋ] *adj.* які (тое, што) хвалюе, хвалюючы
eye [aɪ] *noun* вока

F

face [feɪs] *noun* твар
fall [fɔːl] **(fell)** *verb* па́даць
famous [ˈfeɪməs] **(for)** *adj.* славуты, выдатны (*чым-н.*)
fantastic [fænˈtæstɪk] *adj.* фантастычны; выдатны, цудоўны

fantasy [ˈfæntəsɪ] *noun* фантастычны фільм
far [fɑː] *adj.*, *adv.* далёкі; далёка
fast [fɑːst] *adj.*, *adv.* хуткі; хутка
feed [fiːd] **(fed)** *verb* карміць
feet [fiːt] *noun* ногі (*ступні*)
field [fiːld] *noun* поле
find [faɪnd] **(found)** *verb* знаходзіць
fine [faɪn] *verb* штрафаваць
finger [ˈfɪŋgə] *noun* палец (*на руцэ*)
fireplace [ˈfaɪəpleɪs] *noun* камін
flower [ˈflaʊə] *noun* кветка
flowerbed [ˈflaʊəbed] *noun* кветкавая клумба
fly [flaɪ] **(flew)** *verb* лятаць
foot [fʊt] *noun* нага (*ступня*)
free [friː] **time** вольны час
fruit [fruːt] *noun* садавіна
fun [fʌn] *noun* весялосць
funny [ˈfʌni] *adj.* смешны

G

geese [giːs] *noun* гусі
get [get] **(got)** *verb* атрымліваць
gift shop [ˈgɪft ˌʃɒp] *noun* магазін падарункаў
give [gɪv] **(gave)** *verb* даваць
go [gəʊ] **(went)** *verb* ісці, ехаць
go across (the square) [ˈgəʊ əˈkrɒs ðə ˈskweə] ісці праз (плошчу)
go along [əˈlɒŋ] **the street** ісці па вуліцы
go down [ˌgəʊ ˈdaʊn] ісці ўніз, спускацца
go fishing [ˌgəʊ ˈfɪʃɪŋ] хадзіць на рыбалку
go for a picnic [ˌgəʊ fərəˈpɪknɪk] ісці на пікнік
go into (the house) [ˈgəʊ ˈɪntʊ ðə ˈhaʊs] зайсці ў (дом)
good [gʊd] **(better, the best)** *adj.* добры (лепшы, самы лепшы)
goose [guːs] *noun* гусь
go out of (the room) [ˈgəʊ ˈaʊtəv ðə ˈruːm] выйсці з (пакоя)
go over [ˈəʊvə] **the bridge** ісці цераз мост

go past [pɑːst] **(the park)** ісці каля (парку)
go straight ahead [ˈstreɪt əˈhed] ісці наперад
go swimming [ˌgəʊ ˈswɪmɪŋ] ісці плаваць
go to the woods [wuːdz] ісці ў лес
go up [ˌgəʊ ˈʌp] *verb* ісці ўверх, падымацца
grasslands [ˈgrɑːslænds] *noun* саванна; стэп; луг
greet [griːt] *verb* вітаць
grow [grəʊ] **(grew)** *verb* расці; вырошчваць

H

hair [heə] *noun* валасы
half [hɑːf] *noun* палова
Halloween [ˌhæləʊˈiːn] *noun* Хэлаўін, пярэдадзень Дня ўсіх святых
hand [hænd] *noun* рука (*далонь*)
hang [hæŋ] **(hung)** *verb* вешаць, вісець
hate [heɪt] *verb* ненавідзець
have [hæv] **(had)** *verb* мець
head [hed] *noun* галава
headache [ˈhedeɪk] *noun* галаўны боль
healthy [ˈhelθɪ] *adj.* здаровы, карысны для здароўя
hedgehog [ˈhedʒhɒg] *noun* вожык
helicopter [ˈhelɪkɒptə] *noun* верталёт
hen [hen] *noun* курыца
hide [haɪd] **(hid)** *verb* хаваць, хавацца
high [haɪ] *adj.* высокі
hole [həʊl] *noun* нара; дзірка
holidays [ˈhɒlɪdeɪz] *noun* канікулы
home [həʊm] *noun* дом
honey [ˈhʌnɪ] *noun* мёд
horrible [ˈhɒrɪbl] *adj.* жахлівы
horror [ˈhɒrə] **film** *noun* фільм жахаў
horse [hɔːs] *noun* конь
hospital [ˈhɒspɪtəl] *noun* бальніца
hot-air [ˌhɒtˈeə] **balloon** *noun* паветраны шар
hot [hɒt**]** *adj.* гарачы
hurt [hɜːt] **(hurt)** *verb* прычыняць боль, баліць

I

idea [aɪˈdɪə] *noun* ідэя
Independence Day [ˌɪndəˈpendəns ˌdeɪ] *noun* Дзень Незалежнасці
India [ˈɪndiə] *noun* Індыя
(the) Indian Ocean [ˈɪndiən ˈəʊʃ(ə)n] Індыйскі акіян
in front of [ɪn ˈfrʌntəv] *prep.* перад (*кім-н.*, *чым-н.*)
invite [ɪnˈvaɪt] **(to)** *verb* запрашаць (*куды-н.*)
island [ˈaɪlənd] *noun* востраў

J

jungle [ˈdʒʌŋgl] *noun* джунглі

K

kangaroo [ˌkæŋgəˈruː] *noun* кенгуру
knee [niː] *noun* калена
koala [kəʊˈɑːlə] *noun* каала
kitchen garden [ˌkɪtʃən ˈgɑːd(ə)n] *noun* агарод

L

lake [leɪk] *noun* возера
last [lɑːst] *adj.* мінулы; апошні
leg [leg] *noun* нага
library [ˈlaɪbrərɪ] *noun* бібліятэка
lights [laɪts] *noun* агні, агеньчыкі
lion [ˈlaɪən] *noun* леў
lizard [ˈlɪzəd] *noun* яшчарка
look after [ˈlʊk ˈɑːftə] *verb* прыглядваць за (*кім-н.*, *чым-н.*), даглядаць (*каго-н.*, *што-н.*)
lots of = a lot of шмат
loudly [ˈlaʊdlɪ] *adv.* гучна, моцна
lynx [lɪŋks] *noun* рысь

M

make [meɪk] **(made)** *verb* рабіць, вырабляць
man [mæn] *noun* мужчына
many [ˈmeni] *adv*. (+ *count. noun*) шмат (*з падлічвальн. наз.*)
map [mæp] *noun* карта
meal [miːl] *noun* яда
men [men] *noun* мужчыны
merry-go-round [ˈmerɪɡəʊˌraʊnd] *noun* карусель
mice [maɪs] *noun* мышы
midnight [ˈmɪdnaɪt] *noun* поўнач
milk [mɪlk] *verb* даіць (карову)
modern [ˈmɒdən] *adj*. сучасны
month [mʌnθ] *noun* месяц
motorbike [ˈməʊtəbaɪk] *noun* матацыкл
mountain [ˈmaʊntɪn] *noun* гара
mouse [maʊs] *noun* мыш
mouth [maʊθ] *noun* рот
much [mʌtʃ] *adv*. (+ *uncount. noun*) шмат (*з непадлічвальн. наз.*)
mushroom [ˈmʌʃruːm] *noun* грыб
music programme [ˈmjuːzɪk ˌprəʊɡræm] *noun* музычная праграма
must [mʌst] *verb* павінен
mustn't [ˈmʌsnt] *verb* не павінен, нельга

N

native [ˈneɪtiv] *adj*. родны (*горад*)
nature programme [ˈneɪtʃə ˌprəʊɡræm] *noun* праграма аб прыродзе
naughty [ˈnɔːti] *adj*. непаслухмяны
neck [nek] *noun* шыя
nest [nest] *noun* гняздо
never [ˈnevə] *adv*. ніколі
news [njuːz] *noun* навіна, навіны
next [nekst] *adj*. наступны
next to [ˈnekstə] *prep*. побач, каля
noise [nɔɪz] *noun* шум

noisy [ˈnɔɪzi] *adj.* шумны
North America [ˌnɔːθ əˈmerɪkə] *noun* Паўночная Амерыка
nose [nəʊz] *noun* нос

O

ocean [ˈəʊʃən] *noun* акіян
octopus [ˈɒktəpəs] *noun* васьміног
often [ˈɒfən] *adv.* часта
old [əʊld] *adj.* стары
once [wʌns] *adv.* аднойчы
opposite [ˈɒpəzɪt] *prep.* насупраць
ornament [ˈɔːnəmənt] *noun* упрыгажэнне, аздоба
ostrich [ˈɒstrɪtʃ] *noun* страус

P

(the) Pacific Ocean [pəˌsɪfɪk ˈəʊʃ(ə)n] Ціхі акіян
paint [peɪnt] *noun, verb* фарба; фарбаваць
panda [ˈpændə] *noun* панда
part [pɑːt] *noun* частка
past [pɑːst] *adj.*, *prep.* мінулы; міма
pay [peɪ] **(paid)** *verb* плаціць
pear [peə] *noun* груша
peas [piːz] *noun* гарох
penguin [ˈpeŋgwɪn] *noun* пінгвін
pick berries [ˌpɪk ˈberɪz] збіраць ягады
pick flowers [ˌpɪk ˈflaʊəz] рваць кветкі
pick mushrooms [ˌpɪk ˈmʌʃruːmz] збіраць грыбы
pig [pɪg] *noun* свіння
place [pleɪs] *noun* месца
plane [pleɪn] *noun* самалёт
plant [plɑːnt] *noun*, *verb* расліна; саджаць (*расліну*)
play [pleɪ] *verb* гуляць; іграць
plum tree [ˈplʌm ˌtriː] *noun* сліва
polar bear [ˌpəʊlə ˈbeə] *noun* белы мядзведзь
pony [ˈpəʊnɪ] *noun* поні
poor [pʊə] *adj.* бедны

post office [ˈpəʊst ˌɒfɪs] *noun* пошта
pound [paʊnd] *noun* фунт (*грашовая адзінка*)
present [ˈpreznt] *noun* падарунак
public holiday [ˈpʌblɪk ˈhɒlɪdeɪ] *noun* дзяржаўнае свята
pull crackers [ˌpʊl ˈkrækəz] страляць хлапушкамі

Q

quarter [ˈkwɔːtə] *noun* чвэрць
queen [kwiːn] *noun* каралева
quiet [ˈkwaɪət] *adj.* ціхі
quietly [ˈkwaɪətli] *adv.* ціха
quiz show [ˈkwɪz ˌʃəʊ] *noun* тэле- ці радыёвіктарына

R

radio station [ˌreɪdɪəʊ ˈsteɪʃn] *noun* радыёстанцыя
railway [ˈreɪlweɪ] **station** *noun* чыгуначная станцыя
rarely [ˈreəlɪ] *adv.* рэдка
reindeer [ˈreɪndɪə] *noun* паўночны алень
reporter [rɪˈpɔːtə] *noun* рэпарцёр
rhino [ˈraɪnəʊ] *noun* насарог
rice [raɪs] *noun* рыс
rich [rɪtʃ] *adj.* багаты
ride [raɪd] (a pony, a bike) **(rode)** *verb* катацца (ездзіць) (на поні, на веласіпедзе)
river [ˈrɪvə] *noun* рака
road [rəʊd] *noun* дарога
roll [rəʊl] *noun* булачка
romantic [rəʊˈmæntɪk] **film** *noun* рамантычны фільм
rooster [ˈruːstə] *noun* певень
runny nose [ˌrʌni ˈnəʊz] саплівы нос (*пры прастудзе*)

S

say [seɪ] **(said)** *verb* сказаць

school [skuːl] *noun* школа
sea [siː] *noun* мора
seaside [ˈsiːsaɪd] *noun* марское ўзбярэжжа
seatbelt [ˈsiːtbelt] *noun* рэмень бяспекі
see [siː] **(saw)** *verb* бачыць
seed [siːd] *noun, verb* семечка; сеяць
seesaw [ˈsiːsɔː] *noun* арэлі (*дошка*)
send [send] **(sent)** *verb* пасылаць, адпраўляць
shark [ʃɑːk] *noun* акула
sheep [ʃiːp] **(sheep)** *noun* авечка (авечкі)
ship [ʃɪp] *noun* карабель
should [ʃʊd] *verb* патрэбна, трэба
shoulder [ˈʃəʊldə] *noun* плячо
shouldn't [ˈʃʊdnt] *verb* не трэба, не варта
show [ʃəʊ] *verb* паказваць
silly [ˈsɪlɪ] *adj.* дурны, неразумны
sing [sɪŋ] **(sang)** *verb* спяваць
sit [sɪt] **(sat)** *verb* сядзець
skin [skɪn] *noun* скура; шкура (*жывёл*)
sleep [sliːp] **(slept)** *verb* спаць
slide [slaɪd] *noun* дзіцячая горка
slow [sləʊ] *adj.* павольны
slowly [ˈsləʊli] *adv.* павольна
some [sʌm] *pron.* некаторая колькасць (*чаго-н.*)
sometimes [ˈsʌmtaɪmz] *adv.* часам, іншы раз
sore throat [ˈsɔː ˌθrəʊt] *noun* хворае горла, ангіна
South America [ˌsaʊθ əˈmerɪkə] *noun* Паўднёвая Амерыка
special [ˈspeʃəl] **day** *noun* асаблівы дзень
spend [spend] **(spent)** *verb* праводзіць
sports programme [ˈspɔːts ˌprəʊgræm] *noun* спартыўная праграма
square [skweə] *noun* плошча
steal [stiːl] **(stole)** *verb* красці
stocking [ˈstɒkɪŋ] *noun* панчоха
stomach-ache [ˈstʌməkeɪk] *noun* боль у страўніку
stomach [ˈstʌmək] *noun* страўнік
stork [stɔːk] *noun* бусел
strange [streɪndʒ] *adj.* дзіўны
sugar [ˈʃʊgə] *noun* цукар

summer [ˈsʌmə] **camp** *noun* летні лагер
super [ˈsuːpə] *adj.* вельмі добры, цудоўны, выдатны
supermarket [ˈsuːpəmɑːkɪt] *noun* супермаркет
superquiz [ˈsuːpəkwɪz] *noun* супервіктарына
swim [swɪm] **(swam)** *verb* плаваць
swing [swɪŋ] *noun* арэлі, гушкалка

T

take [teɪk] **(took)** *verb* узяць
take off [ˈteɪk ˈɒf] **(took off)** *verb* здымаць (*адзенне*)
tasty [ˈteɪsti] *adj.* смачны
teeth [tiːθ] *noun* зубы
temperature [ˈtemprɪtʃə] *noun* тэмпература
think [θɪŋk] **(thought)** *verb* думаць
thousand [ˈθaʊzənd] *noun* тысяча
three times [ˈθriː ˈtaɪmz] тры разы
throw [θrəʊ] **(threw)** *verb* кідаць
tidy [ˈtaɪdi] *adj.*, *verb* акуратны; прыбіраць
tiger [ˈtaɪgə] *noun* тыгр
tinsel [ˈtɪnsəl] *noun* мішура
to [tə] *prep.* (*паказвае накірунак*) да, у, на
toast [təʊst] *noun* тост, падсмажаны хлеб
toe [təʊ] *noun* палец (*на назе*)
together [təˈgeðə] *adv.* разам
tomorrow [təˈmɒrəʊ] *adv.* заўтра
tooth [tuːθ] *noun* зуб
toothache [ˈtuːθeɪk] *noun* зубны боль
top [tɒp] *noun* вяршыня
touch [tʌtʃ] *verb* чапаць, дакранацца
touching [ˈtʌtʃɪŋ] *adj.* гуллівы, замілавальны
town [taʊn] *noun* горад
traffic lights [ˈtræfɪk ˌlaɪts] *noun* святлафор
train [treɪn] *noun* цягнік
travel [ˈtræv(ə)l] *verb* падарожнічаць
trip [trɪp] *noun* паездка
turn around [ˈtɜːn əˈraʊnd] павярнуцца кругом
turn left (right) павярнуць налева (направа)

TV guide [gaɪd] *noun* праграма тэлеперадач
twice [twaɪs] *adv.* двойчы, два разы

U

(the) UK [ˌjuːˈkeɪ] *noun* Злучанае Каралеўства (Вялікабрытаніі і Паўночнай Ірландыі)
(the) USA [ˌjuː es ˈeɪ] *noun* ЗША (Злучаныя Штаты Амерыкі)
uncomfortable [ʌnˈkʌmfətəbl] *adj.* нязручны
unhealthy [ʌnˈhelθɪ] *adj.* шкодны для здароўя

V

Valentine's Day [ˈvæləntaɪnz ˌdeɪ] *noun* Дзень Святога Валянціна
vegetable bed [ˈvedʒtəb(ə)l ˌbed] *noun* градка з агароднінай
vegetables [ˈvedʒətəblz] *noun* агародніна
Victory Day [ˈvɪktərɪ ˌdeɪ] *noun* Дзень Перамогі
village [ˈvɪlɪdʒ] *noun* вёска

W

walk [wɔːk] *verb* хадзіць пешшу, гуляць
want [wɒnt] *verb* хацець
wash [wɒʃ] *verb* мыць, мыцца
watch [wɒtʃ] *verb* глядзець, назіраць
water [ˈwɔːtə] *noun*, *verb* вада; паліваць
way [weɪ] *noun* шлях; спосаб
wear [weə] **(wore)** *verb* насіць (*адзенне*)
weed [wiːd] *verb*, *noun* палоць; пустазелле
week [wiːk] *noun* тыдзень
well [wel] *adv.* добра
wet [wet] *adj.* мокры
whale [weɪl] *noun* кіт
what [wɒt] *pron.* што, які
when [wen] *pron.* калі
where [weə] *pron.* дзе, куды
who [huː] *pron.* хто

whose [huːz] *pron.* чый, чыя, чыё
why [waɪ] *pron.* чаму
wild boar [ˌwaɪld ˈbɔː] *noun* дзік
woman [ˈwʊmən] *noun* жанчына
women [ˈwɪmɪn] *noun* жанчыны
woods [wʊdz] *noun* невялікі лес
work [wɜːk] *verb*, *noun* працаваць; работа
worker [ˈwɜːkə] *noun* рабочы
world [wɜːld] *noun* свет, сусвет

Y

yesterday [ˈjestədeɪ] *adv.* учора
yummy [ˈjʌmi] *adj.* смачны

Z

zoo [zuː] *noun* заапарк

(Назва і нумар школы)

Навучальны год	Імя і прозвішча вучня	Клас	Стан вучэбнага дапаможніка пры атрыманні	Адзнака вучню за карыстанне вучэбным дапаможнікам
20 /				
20 /				
20 /				
20 /				
20 /				

Вучэбны дапаможнік выдадзены за кошт сродкаў дзяржаўнага бюджэту для фондаў бібліятэк па заказе Міністэрства адукацыі Рэспублікі Беларусь.

Вучэбнае выданне

Лапіцкая Людміла Міхайлаўна
Калішэвіч Ала Іванаўна
Сеўрукова Таццяна Юр'еўна
Седунова Наталля Міхайлаўна

АНГЛІЙСКАЯ МОВА

Вучэбны дапаможнік для 5 класа ўстаноў агульнай сярэдняй адукацыі з беларускай мовай навучання

У 2 частках

Частка 2

2-е выданне, перапрацаванае

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